



EMERGENCY PREPAREDNESS PLAN

OCTOBER 2000

FOR SCHOOLS IN UTAH



Emergency Preparedness Plan for Schools In Utah



Utah State Office of Education
[<http://www.usoe.k12.ut.us>]

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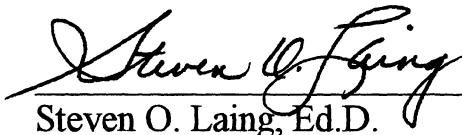
FOREWORD

The protection of students and personnel at a school during a disaster caused by acts of nature, as well as technological and security hazards, is the responsibility of school and district administration.

Personnel and students in every school in Utah must be aware of the dangers that threaten their lives and be prepared to take appropriate action in the event of an imminent or actual disaster. Additionally, school personnel should be aware of their roles in responding to a local emergency or disaster that does not directly affect school facilities or population.

This guide cannot cover all aspects of emergency preparedness but will provide a general understanding of activities that should be undertaken. School administrators, teachers, and local boards of education should exert every possible effort to ensure the protection and safety of everyone associated with schools and to cooperate with city and county emergency preparedness agencies in integrating the schools' facilities and capabilities into the community's overall preparedness program.

This guide is designed to assist in the preparation of emergency plans for schools and school districts. I encourage its use in preparing a plan to ensure the safety of students and staff under school supervision.

A handwritten signature in black ink, reading "Steven O. Laing". The signature is fluid and cursive, with a horizontal line extending from the end of the name.

Steven O. Laing, Ed.D.

State Superintendent of Public Instruction

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We extend our thanks and appreciation to Davis School District personnel who helped in the development of this guide. We also express our appreciation to other federal, state, county, and city government agencies that donated their time and effort in assisting

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EMERGENCY PREPAREDNESS PLAN
FOR UTAH SCHOOLS

1. PURPOSE

- 1.1. To develop an Emergency Preparedness Plan which assures the protection and safe care of students and staff before, during, or immediately after a threatened or actual emergency or disaster.
- 1.2. To prepare personnel and students in every school and district support department to take appropriate action in the event of a natural, technological, or security emergency or disaster.
- 1.3. To prepare school personnel for their role in coordinating with the local emergency management agency to integrate the school district facilities and resources into the community's overall emergency preparedness program.

2. POLICY

2.1. EMERGENCY PREPAREDNESS PLANNING AND RESPONSE

Effective planning, exercising, and response require coordination, cooperation, and participation of school personnel, students, parents, guardians, and community organizations and individuals; therefore, the delegation of responsibility to one person is not appropriate.

- 2.1.1. The superintendent shall ensure the development and maintenance of a plan for each school and district support department that is consistent with the district plan while considering location, facility, budgets, and staff capabilities.
- 2.1.2. The District Emergency Manager shall coordinate district emergency preparedness efforts with community leaders and emergency management agencies to assign responsibilities and organize the planning process.
- 2.1.3. Principals and district support department heads shall ensure that comprehensive plans are reviewed at least annually and are kept current with:
 - (1) Growing school populations.
 - (2) Changes in physical plants.
 - (3) Technical advances.
 - (4) Changes in state and district education rules and policies.

2.2. EMERGENCY MANAGEMENT RESPONSIBILITIES

2.2.1. Superintendent's Responsibilities

The superintendent shall:

- (1) Appoint the District Emergency Manager.
- (2) Appoint a District Emergency Operations Team.
- (3) Appoint a District Emergency Preparedness Plan Committee which consists of the following members:
 - (a) District Emergency Manager (chair).
 - (b) School Emergency Manager representatives (elementary, junior high, senior high, year-round, etc.).
 - (c) District Support Department Emergency Manager representatives.
 - (d) Public Information Officer.
 - (e) County and/or Local Government Emergency Management Agency Director/Coordinator.
 - (f) Health Department Representatives (i.e. county school nurse representative and environmental health representative).
 - (g) PTA Regional Safety Assistant.
 - (h) Parents, students, teachers, principals, and support staff.
 - (i) Others as needed.

2.2.2. District Emergency Manager Responsibilities

The District Emergency Manager shall:

- (1) Chair the District Emergency Preparedness Planning Committee.
- (2) Coordinate school and district support department emergency preparedness plans.
- (3) In time of disaster or emergency, coordinate the District Emergency Operation Team (EOT) with the County Emergency Operation Center (EOC).
- (4) Provide emergency procedures policy clarification to schools and district departments during an emergency or during drills and exercises.

2.2.3. Responsibilities of School Principals

School principals shall provide leadership for the development of the school Emergency Preparedness Plan. School principals shall:

- (1) Serve as chairperson of the Emergency Preparedness Plan Committee. (The school principal shall appoint a person to act in his/her absence.)
- (2) Establish a School Emergency Preparedness Plan Committee which consists of the following members:
 - (a) School Emergency Manager (chair).
 - (b) Local government or county emergency management policy representative.
 - (c) School nurse.
 - (d) PTA Safety Commissioner.
 - (e) Parents, teachers, and support staff (i.e., custodian, school foods manager, and secretary).
 - (f) Others as needed (may include students as appropriate).
- (3) Coordinate emergency operations with the District Emergency Manager.

2.2.4. Responsibilities of Facilities Managers for District Buildings Other Than Schools

District Facilities Managers for district buildings other than schools shall provide leadership for the development of the District Building Emergency Preparedness Plan. District Facilities Managers shall:

- (1) Establish a Building Emergency Preparedness Committee for the district building (other than a school) in which they are housed.
- (2) Serve as chairperson of the District Building Emergency Preparedness Plan Committee. (The Facilities Manager will designate a person to act in his/her absence.)
- (3) Establish a District Building Emergency Preparedness Plan Committee which consists of the following members:
 - (a) District Building Facilities Manager.
 - (b) District Emergency Manager.
 - (c) Building custodian.
 - (d) Representatives from departments housed in the building; (i.e., maintenance, secretary, department heads).
 - (e) Others as needed.
- (4) Coordinate emergency operations with the District Emergency Manager.

2.3. RESPONSIBILITIES OF EMERGENCY PREPAREDNESS PLAN COMMITTEES

Emergency Preparedness Plan Committees shall participate in the development and review of District, School, and District Support Department Emergency Preparedness Plans.

2.3.1. District Emergency Preparedness Plan Committee

The District Emergency Preparedness Plan Committee shall review and approve all School and District Support Department Emergency Preparedness Plans using the criteria outlined in this policy.

2.3.2. School Emergency Preparedness Plan Committee

Consistent with the District Emergency Preparedness Plan, the School Emergency Preparedness Plan Committee shall prepare and review the School Emergency Preparedness Plan.

2.3.3. District Support Department Emergency Preparedness Plan Committee

Consistent with the District Emergency Preparedness Plan, each District Support Department Committee shall participate in the development and ongoing review of the Department Emergency Preparedness Plan.

2.4. CRITERIA AND ORGANIZATION OF EMERGENCY PREPAREDNESS PLANS

Emergency Preparedness Plans shall be specific enough to give directions for immediate action, but flexible enough to allow for adjustments and change as unexpected situations develop.

2.4.1. Emergency Plan Format

Prepare plans using a loose-leaf format:

- (1) Print on one side of the page so that changes require less printing.
- (2) Outline using uncomplicated step-by-step procedures that are clear to someone unfamiliar with the plan.
- (3) Assign a standard procedure to a particular emergency response. (Example: The fire evacuation policy may apply to most situations requiring the evacuation of facilities.)
- (4) Furnish copies of the final plan and subsequent revisions to the district and city or county emergency manager and include them in the preparation and exercising of school plans.

2.4.2. Preparation and Criteria of Emergency Preparedness Plan

Plans shall identify organization structure, criteria, and specific circumstances that require emergency procedures including:

- (1) Legal responsibilities and authority.
 - (a) Ensure compliance with district plans and policies:
 - (i) Identify legal responsibilities.
 - (ii) Identify State Board Rule R277- 400, "Emergency Preparedness" as authority for the plan.
 - (b) Identify continuity of the organization:
 - (i) Prepare specific instructions on back-up (i.e., if the principal is absent, then the vice principal; if the vice principal is absent, then a third party).
 - (ii) Include instructions for each specific job in the plan.
 - (c) Prepare and maintain emergency telephone numbers including administrative chain-of-command and emergency services.
- (2) Plan coordination with community emergency program.
 - (a) Coordinate Emergency Preparedness Plans with the county and local government emergency management agencies for use of grounds, district equipment, supplies, and transportation during an actual or impending disaster/emergency.
 - (b) Coordinate plans with the American Red Cross for community use of school facilities, district equipment, and supplies during emergency/disaster situations.
 - (c) Conduct and coordinate exercises with the city and county emergency management agencies, and initiate emergency plan revisions identified in the drill evaluations.
- (3) Staff responsibilities and training.
 - (a) Assign emergency responsibilities to staff regarding individual capacities and normal service functions for each anticipated emergency situation.

- (b) Cross-train staff and volunteers to prevent the plan from becoming nonfunctional if one or more persons are absent.
- (c) Require emergency preparedness training for all students and staff.
- (d) Adapt emergency preparedness training to individual capabilities and limitations, including persons with disabilities.
- (e) Provide orientation and annual in-service emergency preparedness training to staff and volunteers.
- (4) Preparation and warning response to emergency situations.
 - (a) Prepare step-by-step warning and response for specific anticipated emergency situations.
 - (b) Prepare an emergency warning system, that is in place and functional, for informing the school district population of the actual or impending danger.
- (5) Training, drilling, and exercising the plan.
 - (a) Prepare education, training, and drills required of the district population to ensure effective operation of the plan.
 - (b) Integrate emergency preparedness material into the curriculum.
 - (c) Provide students with adequate educational services and supervision during school hours in an emergency.
- (6) Emergency supplies and equipment.
 - (a) Provide procedures for requesting funds for school emergency preparedness programs.
 - (b) Provide for procurement, storage, and maintenance of emergency supplies, equipment, and program instruction materials.
 - (c) Provide procedures for:
 - (i) Periodic safety checks of school and district facilities.
 - (ii) Review of school construction and renovation projects for safety and shelter features.
 - (iii) Requesting funds for these projects.
- (7) Review and revision of the plan.
 - (a) Provide procedures for receiving annual Emergency Preparedness Plan Compliance reports from schools and district support departments.
 - (b) Provide procedures for formal approval and annual review of:
 - (i) School and department emergency preparedness plans.
 - (ii) School and district department evacuation and sheltering plans.
 - (iii) School and district department reports of sheltering deficiencies.

2.4.3. School Emergency Preparedness Plan

In addition to the criteria listed under 2.4.1., 2.4.2., and 2.4.3., the School Emergency Preparedness Plan shall include the following:

- (1) School evacuation plans for:
 - (a) Identification of evacuation assembly plan areas both in and outside of school buildings.
 - (b) Identification of shelter or protection areas.
 - (c) Reporting school-sheltering deficiencies to the District Emergency Manager.
 - (d) Periodic safety checks of school facilities.
- (2) Emergency Preparedness Plan orientation for all students.
- (3) Annual procedures for informing parents and guardians of school Emergency Preparedness Plans and revisions.
 - (a) Schools shall have a method by which parents and the public can be notified of school emergency situations. (Arrangements with local radio and television stations to broadcast emergency bulletins should be established by the school district.)
 - (b) At the beginning of each school year, parents and staff shall receive a written summary of relevant sections of district and schools plans that apply to the school.

- (c) The plan shall contain measures that shall ensure that, during an emergency, school children receive adequate educational services and supervision during school hours and that, under extraordinary circumstances when parents cannot be notified, the administration shall act according to the District Emergency Preparedness Plan.

2.5. HAZARD ANALYSIS

The hazard analysis generates the basis upon which the Emergency Preparedness Plan shall develop, and provides implementation procedures for the analysis of natural, technological, and security hazards likely to occur in the school area, as well as assessment of facilities and available resources both material and human.

2.5.1. Performing a Hazard Assessment

The first step is to perform a hazard assessment and determine which natural and man-caused hazards threaten the school.

- (1) Begin with a building and site assessment. Examine the grounds with any previous use in mind: old foundations, slopes or embankments that could cave in or slide.
- (2) Check neighboring areas for hazardous vegetation, buildings, or activities.
 - (a) The city/county Emergency Management Director may help with the hazard assessment.
 - (b) The Local Emergency Planning Committee (LEPC) can provide information on hazardous materials' threats.
- (3) The National Weather Service station in the area could provide climatic data on general and unique weather patterns.
- (4) Another good idea is to research the history of natural, technological, and security hazards.
 - (a) Local historical clubs, emergency services agencies, libraries, and newspaper files are good sources of information.
 - (b) Do not overlook the elderly who can provide the oral history of past events; research projects can involve students.
- (5) Make a vulnerability assessment.

With the assistance of the local government emergency management director, determine the vulnerability of people, property, and the environment to the various hazards.

 - (a) Assess the risk involved, assigning a probability that the hazard will occur based on its severity using measurements and/or judgment.
 - (b) Assign resources to those hazards that pose the highest risks.

2.5.2. Maps and Floor Plans

- (1) Maps of the community, school site and school floor plans provide summaries of the natural and man-made features of the area. Topographic maps and street maps can be used to assess the vulnerability of the school to floods, landslides, forest fires, and transportation accidents involving hazardous materials.
- (2) Floor plans and site plans of the school facilities offer planners a summary of building features in order to:
 - (a) Identify shelter areas.
 - (b) Plan evacuation routes to avoid hazardous areas (boiler rooms, wooden stairwells, etc.).
 - (c) Use building safety features such as firewalls.
 - (d) Locate gas, water, electrical shut off, underground gas lines, and fire suppression equipment.

2.5.3. School and District Organizational Charts

Organizational charts with telephone numbers are valuable during planning activities or actual emergencies.

2.5.4. School and District Property Inventory

Evaluation of inventory may reveal equipment that must be considered a hazard.

2.5.5. Community Resources

Each school shall have a written plan for the organized use of community resources, including:

- (1) Temporary shelter for students or for classrooms.
- (2) Human resources such as emergency management officials, firefighters, and law enforcement officials to speak to student groups, conduct training workshops for school staff members, and give instruction to adults.

2.5.6. School Call-Up Lists

Develop and maintain a list of names, address, and phone numbers for staff and emergency services personnel. Provide a pocket card with this information to each school staff member in compliance with district records access and management policy.

2.5.7. Warning and Communications

- (1) Train school personnel to know how warnings are transmitted, received, and disseminated.
- (2) Each school should test the effectiveness of existing equipment and, if necessary, consider getting emergency communications equipment. (For example, if the only means of communication is telephones, staff should be aware that the demand for lines is great during an emergency.)
- (3) Each school should have an alternate warning system to alert the entire complex (inside, outside, unconnected buildings, and play areas) when there is a power failure.
- (4) To receive information from the Emergency Broadcast System, each school should have a battery-operated radio.

2.5.8. Transportation

Emergency procedures often require transportation at irregular hours. Consider the following:

- (1) The number and capacity of district-owned and/or contract buses available for an immediate or delayed response to an emergency call.
- (2) All bus drivers and alternates, means of contacting, and those expected to respond to an emergency call.
- (3) The number of students (and staff) that travel each regular and special education bus route.
- (4) Predetermined alternate routes.
- (5) Location and capacity of emergency shelters along routes, alternates, or within areas.
- (6) Alternate or optional stops to speed the time buses could cover the bus routes.
- (7) Provision of emergency transportation for students who normally walk.
- (8) The time required to complete transportation operations under normal conditions.

2.5.9. Staff Training and Education

- (1) Training and education are essential to an effective response in time of emergency. Require pre-emergency training for each person assigned emergency duty.
 - (a) Provide instruction as part of a continuous training program.
 - (b) Training should alert staff members to relevant hazards and provide them with measures to protect life and property.
 - (c) Training should include understanding of warnings and public information announcements.

- (2) Utilize exercises, drills and tests as vital parts of such training once the staff has been educated as to the purpose of the events and the respective roles. Use workshops and inservice training periods to train the individual and the school population.

2.5.10. Exercises and Drills

- (1) Use city or county emergency manager to exercise plans. City or county emergency managers can be very helpful in preparing the school plans and in exercising them.
 - (a) Furnish a copy of the final plan to the district and city or county emergency manager.
 - (b) When changes are made, send them to the district and city or county emergency manager.
- (2) Exercise Objectives
The objectives of your exercise should be:
 - (a) Specific.
 - (b) Positive results-oriented.
 - (c) Measurable.
 - (d) Realistic and challenging.
- (3) Elements of an Exercise Activity
There are five elements of an exercise activity.
 - (a) Orientation Seminar
 - (i) Introduce or refresh participants on emergency plans and procedures.
 - (ii) Lecture, panel discussion, media presentations, or talk-through.
 - (iii) Can involve all levels of personnel.
 - (iv) Review of past cases or lessons learned.
 - (b) Drill
 - (i) Tests single emergency response function.
 - (ii) Involves actual field response.
 - (iii) Effectiveness lies in focus on a single or relatively limited portion of the overall response system to evaluate and improve it.
 - (c) Table Top Exercise
 - (i) Actions taken and discussions based on a described emergency situation plus a series of messages to players.
 - (ii) Practice problem solving for emergency situations.
 - (iii) Discussion and critique of appropriateness of actions taken and decisions made.
 - (iv) Participants practice a coordinated, effective response.
 - (v) Permits breaks before new messages are delivered to discuss proper response.
 - (vi) Will involve policy and/or coordination personnel.
 - (d) Functional Exercise
 - (i) Simulation of an emergency that includes a description of the situation, a timed sequence of messages, and communication between players and simulators.
 - (ii) Emergency Operations Center members practice a coordinated effective response in a time-pressured, realistic emergency situation.
 - (iii) Individual and system performance is evaluated.
 - (iv) Will involve policy and coordination personnel.
 - (e) Full-scale Exercise
 - (i) Adds a field component that interacts with a functional exercise through simulated messages.
 - (ii) Tests the deployment of a seldom-used resource.
 - (iii) Will involve policy, coordination, operations, and field personnel.

2.5.11. Community Catastrophe and the School as Emergency Shelter

- (1) Accidents, fires, explosions, or industrial chemical spills occurring off school property may indirectly affect or become a threat to students, staff, or school buildings.
 - (a) They may also disrupt transportation routes, communications systems, or destroy residential areas served by the school.
 - (b) School policies governing evacuation, transportation, and early or late dismissal procedures may be appropriate in response to such a disaster.
- (2) Guidance by Local Government Emergency Service Authorities
Local government emergency service authorities shall generally provide emergency guidance to the District Emergency Manager.
 - (a) Only in extreme circumstances where the school becomes isolated by a total transportation and communications breakdown shall the principal be solely responsible for emergency action.
 - (b) In these circumstances, the principal shall exercise his/her best judgment until communications are restored.
- (3) Use of School Facilities for Shelters
 - (a) While the local government has the overall responsibility to protect the population, the American Red Cross can be expected to establish, manage, and coordinate shelter/mass care operations within its capability. During an emergency or disaster, temporary shelter may be needed by citizens evacuated or left homeless.
 - (i) The District Emergency Manager shall coordinate use of district facilities, such as school buildings, for shelter/mass care use during an emergency or disaster as provided by the inter-local agreement.
 - (ii) At the direction of the District Emergency Manager, schools shall cooperate with the local or county government that shall manage and coordinate all shelter/mass care activities until the American Red Cross arrives.
 - (b) School emergency managers shall coordinate with the District Emergency Manager and American Red Cross Disaster Service personnel to ensure that building surveys and agreements for use are in place.
 - (i) All school Emergency Managers shall maintain an inventory of available space and an assessment of the capacity of the facilities to accommodate disaster victims and provide annual inventory updates as requested by the District Emergency Manager.
 - (ii) The District Emergency Manager shall coordinate updating facilities and supplies information with the American Red Cross and the County Emergency Manager.
 - (iii) District and school contact names and phone numbers shall be kept current as needed by all concerned.
 - (c) School district personnel are encouraged to participate in training courses dealing with sheltering and mass care to prepare them for service in their schools and communities as volunteer workers. Courses are offered, usually at no charge by:
 - (i) The American Red Cross.
 - (ii) Local, county, and state government.

2.6. RESPONSIBILITIES OF DISTRICT AND COMMUNITY STAFF

2.6.1. School Teaching and Support Staff

The school teaching and support staff shall:

- (1) Participate in developing the School Emergency Preparedness Plan.
- (2) Participate in emergency preparedness in-service training programs.
- (3) Receive training in skills needed when working with children and coworkers under the stress of an emergency situation.
- (4) Train in first aid procedures.

- (5) Provide instruction and practice in emergency preparedness and survival techniques appropriate to grade level.
- (6) Provide ongoing leadership training and activities that encourage student confidence in their abilities to care for themselves and be of help to others during an emergency, including a period of enforced confinement.
- (7) Be prepared to assist students and staff who have disabilities.

2.6.2. Community Relations Department

The community relations department shall:

- (1) Participate in developing the School Emergency Preparedness Plan.
- (2) Provide leadership for effective communication procedures.
- (3) During an emergency:
 - (a) Establish a communication center as a single point of contact for the media and public.
 - (b) At the direction of the superintendent, identify a district spokesperson.

2.6.3. Custodial Staff

The custodial staff shall:

- (1) Participate in developing the School Emergency Preparedness Plan.
- (2) Participate in emergency preparedness in-service training, school drills, and exercises.
- (3) Train in first aid procedures.
- (4) Report structural defects and safety hazards to the school emergency manager.
- (5) Identify shutoff valves and switches for gas, oil, water, and electricity.
- (6) Post charts in the school that identify shutoff valves and the location of protective equipment for use by personnel in an emergency.
- (7) Instruct all school staff in the use of fire extinguishers and other emergency equipment.
- (8) Maintain an inventory of tools and equipment.
- (9) Advise the school Emergency Preparedness Planning Committee of hazardous and protected areas of school facilities, available emergency equipment, supplies, and alternate power sources.
- (10) Maintain adequate toiletry supplies for emergency use.

2.6.4. Facility Planning, Construction, and Maintenance Personnel

Facility planning, construction and maintenance personnel shall:

- (1) Report any structural defects.
- (2) Identify shutoff valves and switches for gas, oil, water, and electricity, and post charts for other personnel to use in an emergency.
- (3) Provide a cutoff for steam/gas lines in shelter areas.
- (4) Provide for emergency operation of ventilation systems.
- (5) Post locations to all protective equipment.
- (6) Instruct school and district staff in the use of fire extinguishers.
- (7) Maintain an inventory of tools and equipment.
- (8) Advise the District Emergency Preparedness Plan Review Committee of hazardous and protective areas of district facilities, available emergency equipment, and alternate power sources.

2.6.5. Transportation Personnel

Transportation personnel shall:

- (1) Instruct children in emergency bus evacuation procedures.
- (2) Be prepared to render first aid.
- (3) Inform school administrators of changing route conditions, road construction projects, etc. that may be potentially hazardous or alter emergency transportation plans.
- (4) Know alternate routes that students could use to reach home, shelter, or evacuation assembly points.
- (5) Keep emergency equipment and telephone numbers in the bus.

- (6) Carry out applicable transportation policies of the state and local boards of education.
- (7) Be aware of emergency shelter facilities along routes and within local areas.
- (8) Keep vehicles serviced and ready to transport evacuees (students or others) when an emergency situation is anticipated or has occurred.

2.6.6. Food Service Management Personnel

Food service management personnel shall adhere to state regulations that authorize the District Child Nutrition Programs to make USDA-donated foods available in case of emergency and disaster feeding.

- (1) School food service management personnel shall be prepared for emergency and disaster feeding as follows:
 - (a) When possible, maintain adequate supplies of food and water for emergency use.
 - (b) Rotate supplies to ensure freshness.
 - (c) Train in mass feeding practices under emergency conditions in accordance with the School Emergency Preparedness Plan and the American Red Cross shelter regulations.
 - (d) Practice kitchen safety laws, rules, and regulations at all times.
- (2) USDA will replace, in kind or in value, any Section 32 and 416 commodities properly authorized for use. If Section 6 commodities are released to the American Red Cross, it is responsible for the replacement.
- (3) In order to get credit/replacement for commodities used in disaster feeding, it is necessary to obtain PRIOR approval of use from the District Child Nutrition Programs Director or designee. The following documentation of all commodities used is required:
 - (a) Types of commodities used.
 - (b) Quantities used.
 - (c) Dates used.
 - (d) Location of shelter or feeding site.
 - (e) Number of people being sheltered and fed.
 - (f) Cause or type of emergency/disaster.
- (4) After the situation has stabilized, contact the Child Nutrition Programs office for further instruction and information.

2.6.7. District Administrative Staff

The district administrative staff shall:

- (1) Assist in development of Emergency Preparedness Plans.
- (2) Develop competency to carry out assigned emergency preparedness and response functions through participation in in-service training, school drills, and exercises.

2.6.8. P.T.A., Parents, and Guardians

P.T.A., parents, and guardians are encouraged to:

- (1) Participate in the development and implementation of the School Emergency Preparedness Plan.
- (2) Support emergency preparedness programs within the school.
- (3) Volunteer services in school emergency preparedness planning and during actual emergencies.
- (4) Provide input through organizations associated with the school.
- (5) Provide schools with current student emergency notification information.
- (6) Become knowledgeable of community and school Emergency Preparedness Plans.
- (7) Encourage coordination between local officials, businesses, and schools to maximize efforts in preparedness and response.
- (8) Encourage students to discuss, with their parents, the emergency preparedness and response techniques learned at school.
- (9) Receive training in emergency preparedness procedures appropriate for providing assistance to the school and community.
- (10) Practice emergency preparedness in the home to reinforce school training, provide models, and ensure family safety.

2.6.9. Students

- (1) Goals for Students:
 - (a) Cooperate during emergency drills and exercises.
 - (b) Learn to be responsible for themselves and others.
 - (c) Develop awareness of natural, technological, and security hazards.
- (2) Goals for older students:
 - (a) Work through student body organizations, clubs, and associations to support the school emergency program. With the approval of the principal, this might include:
 - (i) Staging emergency awareness plays.
 - (ii) Taking group instruction in first aid.
 - (iii) Visiting emergency services facilities.
 - (b) Take an active role in school emergency response and be assigned a variety of tasks when properly trained. These might include:
 - (i) Caring for younger children.
 - (ii) Assisting disabled classmates.
 - (iii) Acting as messengers, guides, monitors, and patrols.
 - (iv) Providing first aid assistance.
 - (v) Performing clerical duties.
 - (vi) Operating amateur radios, school switchboard, or other communications equipment.

2.6.10. Public Health Department and School Nurses

The public health department and school nurses should:

- (1) Participate in the development and implementation of the District and School Emergency Preparedness Plans.
- (2) Respond to designated school(s) during emergencies to render first aid, assist in triage and transportation of injured persons, and assist in sanitation measures in coordination with the Health Department and emergency management agencies.
- (3) Participate as health resource persons in faculty studies leading to emergency preparedness curriculum development.
- (4) Assist the principal in determining the need for emergency, medical, and sanitation supplies and equipment.
- (5) Assist in the training of faculty, staff, and students in first aid and sanitation procedures.
- (6) Coordinate school health service plans with those of the school, district, and the community.
- (7) Advise the school emergency managers on how to provide for physically and mentally disabled persons during emergencies.

2.6.11. Community

- (1) The community is a valuable resource for:
 - (a) Warning.
 - (b) Assistance.
 - (c) Consultation.
 - (d) Information.
 - (e) Coordination.
 - (f) Educational materials.
 - (g) Speakers.
 - (h) Other related activities.
- (2) These resources may come from:
 - (a) District offices.
 - (b) American Red Cross.
 - (c) Individuals.
 - (d) Government.
 - (e) City/county emergency management agencies.
 - (f) Churches.
 - (g) Clubs and organizations.
 - (h) Health Department.

- (i) Mental Health Department.
- (j) Emergency medical services.
- (k) Other educational facilities/libraries.
- (l) Law enforcement.
- (m) Fire department.
- (n) Businesses.
- (o) Hospitals.
- (p) Other organizations as needed.

3. PLANNING GUIDELINES FOR SPECIFIC HAZARDS

3.1. COMMUNICATIONS PLAN FOR ANY HAZARD SITUATION

In any emergency situation, there are parties who have a legitimate need for information – families, news media, employees, and the public. If it is a major emergency, the demand for information will be intense. It is important to organize the gathering and dissemination of information. Avoiding conflicts in the information given, keeping media and families away from the immediate disaster area where they could hamper emergency control efforts, getting necessary information to the community while avoiding confusion or panic, sending accurate information from the disaster area, and establishing an information center, are key components that lead to the success of any communications plan.

3.1.1. A communication center shall be established as a single point of contact for the media and public.

- (1) Should be established near the disaster scene if media, public are likely to be present, or at the district office in less serious situations.
- (2) Communication tools are desired.
- (3) All media cameramen and reporters shall be directed to the center.
- (4) Information shall be directed to the center regarding emergency cause, extent of damage, and community instructions.
- (5) Information shall be directed to the center regarding missing persons, and the names, ages, and condition of injured persons.
- (6) Information regarding the ongoing situation shall be processed and disseminated to families and media.
- (7) A media location shall be identified.
- (8) A location for family members shall be identified as needed.
- (9) Telephone numbers or means of contact and location are to be given to key disaster staff immediately.

3.1.2. A district spokesperson shall be identified.

- (1) The spokesperson shall be a senior district official who will speak for the district and other agencies involved in the disaster. The spokesperson should be experienced in dealing with the media and knowledgeable about emergency plans.
- (2) At least two back-ups shall be identified for the spokesperson.
- (3) Information release shall be coordinated with the superintendent.

3.1.3. Assess the ability to communicate.

- (1) Establish the ability to communicate public information early by telephone, television, radio, fax, mobile telephone, district cable channel, school PTA calling networks, etc.
- (2) If situations are harmed by blanket media access, a media pool may be established identifying one television station, one newspaper, and one radio team for information dissemination that could be shared with other representatives.

3.1.4. Establish credibility with media and the public for successful management.

- (1) Honesty is essential.
- (2) Provide equal access to information.
- (3) Gain accurate, detailed information, and then determine what is appropriate for public release.
- (4) Express concern for tragedy, strength for public confidence, assurance for future emergency management, and gratitude for emergency efforts.
- (5) Focus on helping citizens cope. Criticism may contribute to controversy.

3.2. EMERGENCY EVACUATION

The Board of Education recognizes that existing threats of the occurrence of destructive disasters resulting from attack, internal disturbance, natural phenomena, or technological hazard could greatly affect the health, safety, and welfare of the students and employees of a district. The superintendent of schools shall coordinate all aspects of any evacuation in compliance with district policy and guidelines developed in the Emergency Operations Plan.

3.2.1. District Emergency Preparedness Plan

The superintendent shall develop district procedures for receiving and evaluating elementary school evacuation plans that include:

- (1) Training school district personnel in the implementation of the Emergency Preparedness Plan.
- (2) Evacuation drills.
- (3) Procurement of essential emergency equipment at each elementary school building.
- (4) Notification of the superintendent when evacuation is necessary.
- (5) Evacuation of buildings for emergencies that do not cause the school building to become unsafe, such as teacher walk-out, epidemic, flood, etc.
- (6) Temporarily housing students when school is disrupted.
- (7) Evacuation of unsafe school buildings.
- (8) Development of written agreements with local agencies, churches, or private organizations for emergency use of their building facilities during evacuation emergencies.
- (9) Cooperation with the sheriff or other law enforcement agencies when they assume their legal authority in times of emergency evacuation.

3.2.2. Evacuation Procedure

School principals shall design emergency procedures that provide for flexibility and are easily understood by students, staff, and parents. The procedures would be adaptable to the PTA Block Plan, include an effective communications system, provide emergency power options, and provide for alternate sites.

- (1) School Emergency Evacuation Plan

The emergency evacuation plan shall include evacuation of an unsafe building and evacuation of a safe building. Follow procedures established for persons with disabilities.

 - (a) Unsafe Building Evacuation, during such events as fire and earthquake.
 - (i) When an alarm sounds or instruction to leave the building is given, everyone shall file out of the building in a quiet and orderly manner through the assigned or nearest unblocked exit.
 - (a) Teachers shall take their class lists with them and lead students out of the building.
 - (b) All staff members shall be well versed in all alternate routes.
 - (c) Students shall not take any personal items.
 - (d) Teachers shall follow established procedures to assist disabled students in evacuating the building (Section 3.3.).
 - (e) Assigned staff shall check the restrooms, common areas, kitchen, and classrooms as they evacuate the building.
 - (f) Assigned staff shall carry the school emergency equipment to a predesignated area and notify the superintendent of the evacuation.

- (ii) Once outside, teachers shall lead their classes to a predesignated area a safe distance (300 feet recommended) away from the building.
 - (a) Area must be free from hazards, such as overhead power lines, gas lines, and traffic.
 - (b) Students shall remain quiet and orderly.
 - (c) Teachers shall take roll and report any missing students (by name) to the principal or designee at the predesignated location away from the building. It may be desirable to regroup children into neighborhood groups.
- (iii) Students who are not with their home-base classes when the alarm sounds shall exit the building with their supervisor or, if alone, leave through the nearest unblocked exit. Once outside they shall join their home-base classes.
- (iv) Vehicle traffic areas shall be kept clear at all times, and students should not enter these areas unless accompanied by a responsible adult.
- (v) The principal or designee shall report any missing persons to emergency response personnel such as the sheriff, police, or fire chief.
- (vi) Teachers shall be kept informed by megaphone announcement, flag, hand signal, or by runner. Do not use the electric bell system or public address system.
- (vii) When the building is determined to be unsafe, the principal shall evacuate the school site as follows:
 - (a) Release students to responsible adults according to local school procedures.
 - (b) Escort remaining children to an alternate site such as a church, city hall, another school, or school buses.
- (b) Safe Building Evacuation, during events as teacher walkout, epidemic, high winds, chemical spill, terrorism, or snowstorm.
 - (i) Assigned staff shall notify the superintendent of the need for evacuating the building and receive instructions on procedures to follow.
 - (ii) Teachers shall take their class lists with them and lead students to an assigned area of the building. Students shall take personal items such as coats with them. It may be desirable to regroup children into neighborhood groups.
 - (iii) Special provisions shall be provided to assist students with disabilities in evacuating the building.
 - (iv) Assigned staff shall check the restrooms, common areas, kitchen, and classrooms as needed.
 - (v) Students shall remain quiet and orderly.
 - (vi) Teachers shall take roll and report any missing students (by name) to the principal or designee.
 - (vii) Students who are not with their home-base classes when evacuation procedures commence, shall join their home-base classes outside the building.
 - (viii) Provide procedure to release students to responsible adults.
 - (ix) As needed, escort remaining children to an alternate site such as a church, city hall, another school, or school buses.
 - (x) Provide school emergency equipment at the alternate site.

3.2.3. School Emergency Evacuation Forms

UNSAFE BUILDING EVACUATION PLAN WORKSHEET

Person in Charge of School:

Alternate:

STAFF ASSIGNMENTS

DUTY

STAFF NAME

ALTERNATE

All teachers are to stay with classroom groups or assigned neighborhood groups.

Notify the following from an offsite location:

Emergency assistance: 911 or _____

Security: _____

Superintendent: _____

Transportation: _____

Search halls, restrooms, common areas, and kitchen.

Replacements for missing or injured teachers.

Provide medical assistance.

Shut off power, gas, and water.

Notify as appropriate:

PTA Evacuation Leader

Name _____ Phone _____

PTA Evacuation Alternate Leader

Name _____ Phone _____

KSL 1160: Phone 575-5555 After Hours: 575-5500

Activate CALLING TREE: Phone _____

Post premade signs and direct the public.

Lead students and teachers to alternate site.

(attach map & agreement).

Site 1 _____

Site 2 _____

Emergency Equipment

_____ Air horn or bell

_____ First aid kit

_____ Answering machine

_____ Generator

_____ Evacuation plan/master lists

_____ Evacuation boxes

_____ Radio (battery/solar)

_____ Lights/lanterns

_____ Unlisted phone line

_____ Megaphone

_____ Paper/marker pens

_____ Stretcher

Other

**SAFE BUILDING EVACUATION
PLAN WORKSHEET**

Person in Charge of School:

Alternate:

STAFF ASSIGNMENTS

DUTY

STAFF NAME

ALTERNATE

Notify Superintendent:

Notify as appropriate:

PTA Evacuation Leader

Name _____ Phone _____

PTA Evacuation Alternate

Name _____ Phone _____

KSL 1160: Phone 575-5555 After Hours: 575-5500

Activate CALLING TREE: Phone _____

Call students and teachers to prearranged inside locations.

Post premade signs and direct the public.

Sign out students to responsible adults.

Emergency Equipment

_____ **Air horn or bell**

_____ **First aid kit**

_____ **Answering machine**

_____ **Generator**

_____ **Evacuation plan/master lists**

_____ **Evacuation boxes**

_____ **Radio (battery/solar)**

_____ **Lights/lanterns**

_____ **Unlisted phone line**

_____ **Megaphone**

_____ **Paper/marker pens**

_____ **Stretcher**

IF A LONG-DURATION STAY IS REQUIRED

Trauma, shock, medical care

Provide light and warmth

Food arrangements

Sleeping accommodations

Internal communication/morale

OTHER

SCHOOL EVACUATION INSTRUCTIONS

Person in Charge of School:

Alternate:

EXIT THE BUILDING

...when an alarm sounds or the instruction "leave the building" is announced.

EVACUATION INSTRUCTIONS

TEACHERS

- Take class lists/rolls.
- Make special provisions to assist disabled students.
- Exit the building through assigned exit or nearest unblocked exit.
- Lead the class out of the building to predesignated area at least 300 feet from the building. Area must be free from hazards such as overhead power lines, gas lines, and motor vehicle traffic.
- Take roll and report any missing students (by name) to the principal or designee at a pre-designated location away from building.

STUDENTS

WITH Home-base Classes

- Leave ALL personal items in classroom.
- Follow their teacher and exit in a quiet and orderly manner.

NOT with Home-base Classes

- Leave ALL personal items in classroom.
- Exit with their supervisor or, if alone, exit through the nearest unblocked exit.
- Join home-base class outside.

STAFF NOT ASSIGNED TO CLASSROOMS

- Check restrooms, common areas and kitchen as pre-designated by school principal.
- Keep children out of vehicle traffic areas and other hazardous areas.

PRINCIPAL OR DESIGNEE

- Report any missing persons to emergency response personnel.
- If building is determined to be safe to reenter:
Determine WHEN it is safe to reenter
Notify teachers by megaphone, flag, hand signal, or runner.
DO NO USE FIRE ALARM SIGNAL for reentry.
- IF BUILDING IS UNSAFE TO REENTER, EVACUATE THE SCHOOL SITE, USING PREDETERMINED PLAN.
Instruct teachers to:
 - Release students to responsible adults using predetermined procedure.
 - Escort remaining children to an alternate site, such as a church, city hall, another school, or school buses.

3.3. BOMB THREATS

A bomb threat may be received at any time. Experience shows that over 95 percent of all written or telephoned bomb threats are hoaxes. There is a chance that a threat may be authentic. Appropriate action should be taken in each case to provide for the safety of students, staff, and facilities. The district administration and school principal, in coordination with law enforcement officials, shall decide whether or not to evacuate the building and who should conduct the search for a suspected bomb. While the responsibility for action rests primarily with law enforcement authorities, the people who work in the building are most aware of what does or does not belong in or near it. Plans should be flexible enough to allow for discretion in administrative decision-making.

3.3.1. Preparation

- (1) In continuing to provide a safe environment for students and staff:
 - (a) All rooms, storage areas, and miscellaneous spaces shall be kept locked.
 - (b) When staff enters any space, they shall be alert to anything out of the ordinary and proceed with caution at all times.
- (2) During periods of tension in the aftermath of bomb threats:
 - (a) All rooms shall be kept locked when not in use.
 - (b) When leaving an area or room, make sure the space is secured (locked).
 - (c) Upon arrival in the morning and upon returning to the area during the day, the teacher or person responsible for the area shall check and report anything unusual.
 - (d) Staff shall stay in their assigned areas until all students leave, then secure windows and doors upon leaving the area.
 - (e) Custodians shall secure each area as it is cleaned.
- (3) A current master floor plan shall be kept at the school district.
- (4) Bomb threat plans shall be coordinated with local law enforcement officials, fire departments, the district security office, and the district emergency management director.
- (5) Codes shall be prearranged for bomb alerts that can be used over the P.A. (public address) system to ensure that all staff is aware of the emergency and are prepared for the next step.
- (6) Staff shall be trained on receiving bomb threat calls or threatening letters.
- (7) Post bomb threat call procedures close to all phones.
- (8) Staff shall be trained on the psychological profile of bomb threat callers.
- (9) Staff shall be trained on the general appearance and effects of homemade bombs.

3.3.2. Response

Upon receipt of a bomb threat call:

- (1) Remain calm.
- (2) Obtain as much information as possible from and about the caller:
 - (a) Listen – do not interrupt.
 - (b) Try to take down the entire message – as it is given.
 - (c) Try to keep the caller talking, getting information such as when the bomb will go off, where it is located, and even why it was placed.
 - (d) Try to get help from another staff person to let the principal know what is happening.
- (3) The school principal shall decide if an announcement shall be made over the P.A. system, such as “Mrs. Amber needs to contact the office.”
 - (a) This announcement will alert the staff to do a cursory search of their classroom/areas of responsibility.
 - (b) If something is found or looks unusual, **don’t touch**.
 - (c) Report to the principal or designee the results of the search.

- (4) Notify the appropriate local law enforcement agency.
- (5) Notify the district security office.
- (6) Notify the superintendent's office of the threat and the procedures being followed.
- (7) After the caller has hung up the phone, the person who took the call shall fill out the district "Receiving a Bomb Threat" form with as much information as possible.
- (8) Evaluate the bomb threat based on the following information:
 - (a) Caller evaluation (use District Bomb Threat Form).
 - (b) Other threats recently received.
 - (c) Local trouble or student unrest.
- (9) The principal, law enforcement, and district security personnel shall decide if threat is real or a hoax.
 - (a) If a determination is made that the threat is real, district security or the law enforcement authority will contact the appropriate agencies for assistance in the bomb search and investigation.
 - (b) If the determination is that the threat is real and the building needs to be evacuated:
 - (i) Evacuate the building using fire drill warning and procedure.
 - (ii) Enact early dismissal or delayed opening policies as appropriate.
 - (c) If it is determined that the threat is real and the building should not be evacuated:
 - (i) Inform the staff and students that they are not to leave their room or area until told to do so.
 - (ii) There should be no one in the halls except as authorized by the principal, district security, or law enforcement personnel.
 - (d) If the threat is judged to be a hoax, a quiet search of facilities should still be made.
 - (e) Notify the superintendent's office about the outcome of the bomb threat.
- (10) To ensure the release of appropriate information, only the designated spokesperson shall release information to the news media and others seeking information.

BOMB THREAT

RECEIVING A BOMB THREAT

INSTRUCTIONS:

Be calm and courteous. LISTEN! Do not interrupt the caller. Quietly attract the attention of someone nearby, indicating to him/her the nature of the call. Complete this form as soon as the caller hangs up and the school administration has been notified.

NAME OF OPERATOR:

TIME:

DATE:

CALLER IS (check appropriate boxes):

Male ☐

Female ☐

Adult ☐

Juvenile ☐

ORIGIN OF CALL:

Local ☐

Long distance ☐

Booth ☐

Within school ☐

CALLER'S VOICE CHARACTERISTICS:

CALLER'S SPEECH:

Loud ☐
High-pitched ☐
Raspy ☐
Soft ☐

Deep ☐
Persistent ☐
Other ☐

Fast ☐ Distorted ☐
Distinct ☐ Nasal ☐
Stutter ☐ Other ☐

CALLER'S LANGUAGE:

CALLER'S ACCENT:

Excellent ☐
Fair ☐
Good ☐

Poor ☐
Foul ☐
Other ☐

Local ☐ Foreign ☐
Race ☐ Can't identify ☐

CALLER'S MANNER:

BACKGROUND NOISES:

Irrational ☐
Calm ☐
Rational ☐
Coherent ☐
Deliberate ☐

Angry ☐
Incoherent ☐
Emotional ☐
Laughing ☐

Factory ☐ Mixed ☐
Bedlam ☐ Animal ☐
Music ☐ Planes ☐
Machines ☐ Other ☐

RELATED FACTS:

Ask questions like:

When will it go off? _____ Hour? _____ Time left? _____

What kind of bomb? _____ Where are you now? _____

How do you know so much about the bomb? _____

What is your name? _____ Address? _____

3.4. CIVIL DISTURBANCE

Crises may be avoided or minimized through early recognition of problems and prompt response actions. The faculty and administration should establish rapport with students and provide an open atmosphere to encourage discussion of grievances and problems. The administration also must be aware of local situations that may generate civil disturbances within the schools through outsiders moving into student groups and inciting student participation.

3.4.1. Warning

- (1) For explosive situations, devise a signal for the intercom or program bell that notifies teachers to initiate predetermined emergency procedures.
- (2) During situations of high tension or slow buildup, establish a discreet "messenger service" to keep faculty and staff informed of all developments.

3.4.2. Preparation

- (1) Create a committee of students that represents a cross section of special interest groups, clubs, athletic groups and social, racial, or ethnic groups. Meet with them on a regular basis.
- (2) Create a close working relationship with the student government.
- (3) Establish control measures for disturbances and demonstrations with local law enforcement agencies.
- (4) Determine under what conditions:
 - (a) Outside assistance shall be called in.
 - (b) Plainclothes or uniformed police shall be used.
 - (c) Doors to rooms shall be locked or areas not affected shall be closed.
 - (d) Building(s) shall be evacuated by staff or on a controlled basis by law enforcement authorities.
 - (e) Free periods for staff members shall be canceled and staff assigned to areas where potential disturbances are developing.
 - (f) Selected students may be used to guard fire alarms or as "messengers" for teachers and other staff to relay information.
- (5) Organize a parental group that would voluntarily participate in attempts to calm disturbances in the school.
- (6) Faculty should be aware that they can have a calming effect by exercising good judgment and reasoned action. Individual fear must be controlled and not communicated to students.
- (7) Consideration should be given, in a particularly serious situation, to having photographers available to photograph students and/or outsiders engaged in unlawful activity.
- (8) Establish procedures to deal with students who have violated school or state regulations. Include:
 - (a) Policy for reentry.
 - (b) Policy for conferences with parents.

3.4.3. Response

- (1) When a disturbance or demonstration seems imminent, notify:
 - (a) Superintendent.
 - (b) All faculty and staff
 - (c) Students of any threat to their safety.
 - (d) Other schools in the area.
 - (e) Law enforcement officials, if it is probable that the disturbance is likely to spread off school grounds.

- (2) Try to maintain normal operations by:
 - (a) Keeping students in classes and away from trouble spots.
 - (b) Containing the disturbance to one area.
- (3) Avoid verbal exchanges or arguments when a mob is present.
- (4) Always approach a group in pairs. Do not use physical force. Keep your hands off all students and/or outsiders unless physically attacked.
- (5) Request police to remove outsiders.
- (6) Record and report names of all students and outsiders, if known, involved in disturbance. Record and report details of all incidents to the principal.
- (7) Arrange a meeting with the perpetrators of a disturbance away from the larger group, if one is involved.
- (8) Secure building entrances.
 - (a) Guard utilities, boiler room, and fire alarms.
 - (b) Safeguard essential records.
- (9) Keep switchboard clear for emergency calls.
- (10) Regarding news media:
 - (a) Preassign a staff member to handle news media.
 - (b) If necessary, provide a pressroom.
 - (c) Control use of cameras.
 - (d) Urge reporters to present a complete and accurate story of the disturbance rather than isolated inflammatory incidents.
 - (e) Seek media cooperation to help dispel rumors.
 - (f) Use the media to inform parents and the community of known facts and actions being taken.
 - (g) Seek the cooperation of the media in withholding information from the public if silence will quell the disturbance.
- (11) Evacuate building(s) only if necessary for safety. Control is better maintained when students are kept separated into small groups.
- (12) Close school only after every effort has been made to keep it open.
 - (a) Initiate emergency transportation policy.
 - (b) Closely supervise dismissal and loading of buses.
 - (c) When possible, release students in small groups rather than en masse.
 - (d) When possible, load and dispatch one bus at a time.
 - (e) As needed, request law enforcement and assistance to provide protection for students who walk home.
 - (f) Inform local police prior to closing to prepare them for possible disturbances within the area upon student release.
- (13) Follow procedures established for person with disabilities (next section).

3.5. ASSISTING PERSONS WITH DISABILITIES

The difficulties experienced as a result of earthquake, fire, or other emergencies may be greatly exacerbated by the complication of added preexisting student disabilities. The primary mitigating factor is the foreknowledge of the student disabilities.

3.5.1. Response to emergency situations with disabled youth:

- (1) Will parallel as nearly as possible the functions of the nondisabled student in each emergency type.
- (2) Refer to the handling of each type of emergency in the nondisabled sections. (Sections 3.6., 3.7., and 3.8.)
- (3) Teacher and staff responsibility to the student will remain the same in each instance.
- (4) It is recognized that actions may take an extended time.

3.5.2. Preparation

- (1) Recognition of additional difficulties introduced to the problem by disabilities.

- (2) Pre-plan to meet each situation.
 - (a) Prepare handling criteria for each individual according to need; i.e., medical, psychological, ambulatory, special movement needs.
- (3) Assign personnel as necessary to carry out evaluation, evacuation, and stabilization.
 - (a) Teachers.
 - (b) Staff.
 - (c) Students.
- (4) Be prepared to coordinate efforts with emergency responders such as firefighters. Some students will have special movement requirements.

3.5.3. Medication

- (1) Extensive emergencies such as an earthquake may require medication for a period of time beyond the daily routine.
- (2) If possible, enough medication should be on hand for 24 hours.
- (3) Medical information on each student should accompany the student to be available for quick response.
- (4) Medication may need to be carried outside the building to be accessible.

3.6. EARTHQUAKES

Few areas in the world are free from the danger of earthquakes. Those who have experienced earthquakes can testify that even a mild tremor can be frightening if you are not informed of precautions to take for self-protection.

3.6.1. Warning

Earthquakes generally occur without warning. Seismologists can identify areas where earthquakes are most likely to occur but cannot yet predict the exact time and place.

3.6.2. Preparation

- (1) Become aware of geology of the area and locate faults that may be potentially hazardous.
- (2) Give students and staff earthquake safety information.

3.6.3. Response

- (1) During the shaking:
 - (a) Keep calm and remain where you are. Assess the situation, and then act. Remember that falling or flying debris causes injuries or deaths.
 - (b) If indoors, stay there.
 - (i) Take cover under desks, tables, or other heavy furniture.
 - (ii) Take cover in interior doorways or narrow halls.
 - (i) Stay away from windows and beware of falling objects.
 - (c) If outdoors, stay in the open.
 - (i) Move away from buildings if possible.
 - (ii) Avoid utility poles and overhead wires.
 - (iii) Stay away from trees.
 - (iv) Stay away from masonry walls.
 - (d) If in a bus:
 - (i) Driver should stop as quickly and safely as possible in open area away from overpasses, roads, etc.
 - (ii) Stay in the bus.
 - (e) Procedures established for persons with disabilities (Section 3.5.).

- (2) After the shaking:
 - (a) Check for injuries.
 - (b) Evacuate and move to open areas away from buildings.
 - (c) Do not reenter buildings until authorities have checked them for possible structural damage, leaking gas lines, and other utility disruptions.
 - (d) Teachers should take roll to be sure all students are accounted for and report to the principal.
 - (e) While inside buildings, do not use any open flames (candles, matches, etc.).
 - (f) Turn on the radio for latest bulletins. (The local emergency broadcast station – EBS – shall be identified in the plan.)
 - (g) Use discretion in implementing early or late dismissal policy depending on communications, availability of transportation, damage to school buildings, residential areas, and transportation routes.
 - (h) Follow procedures established for persons with disabilities.

3.7. FIRE ALARM PROCEDURE

When a fire alarm is received on the security console, the following procedure shall be followed.

3.7.1. Occupied Building

When the alarm has been received, a designated person at the school must determine if the fire is real or a false alarm.

- (1) If the fire is real, the school-designated person shall notify the fire department by calling 911.
- (2) If the alarm is false, the designated person must notify security within one minute of the alarm notification that the alarm is false.
 - (a) If the security division does not hear from the school within a minute, they shall call the school to verify the alarm.
 - (b) If there is no answer at the school, security shall assume there is a fire and notify the fire department of the fire alarm.

3.7.2. Unoccupied Building

- (1) When a fire alarm is received and the building is unoccupied, the fire department shall be called by the security monitor immediately and notified.
- (2) The security monitors shall then call a responsible person from the school staff to respond to assist the fire department.
- (3) In addition, security shall notify the maintenance department supervisor of the alarm (night or day).

3.8. FIRE AND FIRE DRILL PROCEDURES

Fire exit drills shall be conducted regularly in accordance with the State Uniform Fire Code Section 13.301. Exception: During severe weather, with approval of the local fire chief, fire drills may be postponed.

- 3.8.1. Conduct at least two fire exit drills at the beginning of the school year and one fire exit drill each month while school is in operation. (See Administrative Rule R277-400.7.B. for required number of drills in a school year.)
- 3.8.2. When a school is preparing to have a fire exit drill, they shall notify the school security office. This will keep security from calling the fire department when the alarm is not verified as a drill.
- 3.8.3. When an alarm has sounded, and a fire drill not planned, staff at the school shall determine if there is a valid fire. If a fire is found, staff shall call 911, report it to the fire department, and evacuate the building.

- (1) When an alarm has sounded, and the staff has determined that it is false, they shall notify the security office within one minute, if possible, that the alarm is false. If the security office cannot contact the school, security will contact the fire department and have them respond to the alarm.
 - (2) Schools shall keep a log of fire drills listing date and time required to evacuate the building. (This shall be recorded on the district computer.)
 - (3) Drills shall be executed so as to avoid distinction between drills and actual fires.
Conduct drills:
 - (a) At different hours of the day or evening.
 - (b) During the changing of classes.
 - (c) When the school is at an assembly.
 - (d) During the recess or gymnastic periods.
 - (4) If a drill is exercised when pupils are going up and down the stairways, as during the time classes are changing, the pupils shall be instructed to form a line and immediately proceed to the nearest available exit in an orderly manner.
- 3.8.4. Every fire exit drill shall be an exercise in school management for the principal, teachers, and teacher assistants. The chief purpose of every drill is to have complete control of the class. The teacher shall form its ranks quickly and silently, and may halt it, turn it, or direct it as desired.
- (1) Great stress shall be laid upon the execution of each drill in a brisk, quiet, and orderly manner.
 - (2) Running shall be prohibited.
 - (3) In case there are pupils incapable of holding their places in line while moving at a reasonable speed, provisions shall be made to have them taken care of by the more sturdy pupils, moving independently of the regular line of march.
- 3.8.5. Monitors shall be appointed from the more mature pupils to assist in the proper execution of all drills.
- (1) They shall be instructed to hold doors open in the line of march or close doors when necessary to prevent spread of fire or smoke.
 - (2) There shall be at least two substitutes for each appointment to provide for proper performance in case of absence of the regular monitors.
 - (3) The searching of restrooms or other rooms shall be the duty of the teachers or other members of the staff.
 - (4) If the teachers are to do the searching, it should be done after they have joined their classes to the proceeding lines.
- 3.8.6. As all drills simulate an actual fire condition, pupils shall not be allowed to return to their lockers or other rooms to obtain clothing after the alarm has sounded, even when in homerooms, to avoid the confusion that would result in forming the lines and the danger of tripping over dragging apparel.
- 3.8.7. Each class or group shall proceed to a predetermined point outside the building and remain there until a check is made to see that all are accounted for, leaving only when a recall signal is given to return to the building, or when dismissed. Such points shall be sufficiently far away from the building and from each other as to avoid danger from any fire in the building, interference with fire department operations, or confusion between different classes or groups.
- 3.8.8. Where it is necessary for drill lines to cross roadways, signs reading '**STOP SCHOOL FIRE DRILL**', or equivalent, shall be carried by monitors to the traffic intersecting points in order to stop traffic during the period of the drill.
- 3.8.9. Fire exit drills in schools shall not include any fire extinguishing operations.

3.8.10. Signals

- (1) All fire exit drill alarms shall be sounded on the fire alarm system.
- (2) In order that pupils shall not be returned to a building that is burning, the recall signal shall be one that is separate and distinct from, and cannot be mistaken for, any other signals. Such signals may be given by distinctive colored flags, banners, or bullhorns.
- (3) Inspection
 - (a) It shall be the duty of principals, teachers, and custodians to inspect all exit facilities daily in order to make sure that all stairways, doors, and other exits are in proper condition.
 - (b) Open-plan buildings require extra surveillance to ensure that exit paths are maintained clear of obstruction and are obvious.

3.8.11. Follow procedures established for persons with disabilities, Section 3.5.

3.8.12. Log for School Fire and Other Emergency Drills

LOG FOR SCHOOL FIRE AND OTHER EMERGENCY DRILLS

YEAR:	PRINCIPAL:	SCHOOL:
Date	Time Required for Evacuation	Type of Drill
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		

FLOODS

3.9.1. Awareness

Many areas in Utah are subject to floods. Flooding may be caused by heavy rain or dam breaks. Even a small, innocent creek can become a raging torrent capable of destruction. The School Emergency Preparedness Planner should coordinate with the local Emergency Management Director concerning failure of water storage facilities.

3.9.2. Warning

- (1) Except in the case of flash flooding, the onset of most floods is a relatively slow process, with buildup taking several days. Progressive situation reports are available from the National Weather Service (NWS).
- (2) Flash flood warnings are issued by the NWS to the public by radio and television. Many communities have a local flash flood warning system to assist in the dissemination of this information.

3.9.3. Preparation

- (1) Know local history of flooding.
- (2) District transportation shall plan alternate bus routes to avoid flood-prone areas, particularly those areas with a history of flash flooding.
- (3) Instruct bus drivers of responsibilities during flash flooding, including:
 - (a) Not crossing a flooded bridge.
 - (b) Not traveling through a flooded area.
 - (c) Caring for children who cannot be delivered to their homes.
 - (d) Notifying the school office of observed hazardous conditions.
 - (e) Make provisions for students living in affected areas to be handled according to the request of parent or legal guardian as listed on the student enrollment card.
 - (f) Make special provisions for students who use modes of transportation other than those furnished by the school district.
 - (g) Establish procedures regarding class cancellation, late opening, and early dismissal, if the school is designated an emergency shelter in accordance with district policy.

3.9.4. Response

- (1) When weather conditions indicate an area may be affected, radio or television broadcasts should be monitored.
- (2) Prepare to:
 - (a) Evacuate students to homes immediately in accordance with preestablished school policy.
 - (b) Notify parents via radio, television, or telephone.
 - (c) Notify bus drivers according to standard emergency transportation policy for early/late dismissal.
 - (d) Keep students at school or transport them to other evacuation points.
 - (e) Effect school cancellation or late opening policy.
 - (f) Shut off water to prevent contaminated water from entering the school supply.
 - (g) If school is a designated emergency shelter and time permits, check all supplies and provisions prior to emergency operations.
- (3) After a flood:
 - (a) Beware of contaminated food, water, broken gas lines, and wet electrical equipment.
 - (b) Resume classes only after designation of building safety by district superintendent.
 - (c) Resume classes in predesignated buildings if school facilities are damaged.

HAZARDOUS MATERIALS

Chances that a school may be affected by an accident involving a hazardous material carrier becomes greater with the continuing growth of the industry and the demand for fuel and chemicals.

3.9.5. Warning

Warning of a hazardous material incident is usually received from the fire department, police department, or emergency management agency officials when such incidents occur sufficiently near the school to be a threat.

3.9.6. Preparation

- (1) The vulnerability of the school to hazardous material threats should have been determined during the hazard analysis. The city-county emergency management agency or the Title III, SARA local emergency preparedness planning committee would know if the school is within the risk zone for a hazardous material spill or release from a transportation route or a fixed facility.
- (2) Schools shall plan for evacuation or, when time does not permit evacuation, sheltering the school population in place.
- (3) Ensure that adequate means have been established to notify the school authorities of the emergency notification of a hazardous material release or spill.
- (4) Rapid notification and warning systems are required to protect people in the immediate area when releases of gaseous chemicals, such as chlorine and ammonia, produce lethal clouds that move rapidly.

3.9.7. Response

- (1) Determine the need for evacuating the school population or sheltering in place.
- (2) To evacuate the area, move crosswind, never directly with or against, the wind that may be carrying fumes. Upon reaching a point of safety, take roll call.
- (3) Be prepared to render first aid.
- (4) Notify district superintendent.
- (5) The principal shall direct further action.
- (6) Students and staff shall not return to the school until the fire department or other emergency service officials and the principal have declared the area to be safe.
- (7) Initiate early/late dismissal as necessary.

3.10. MEDICAL EMERGENCIES

Injury and illness are the most common of all school emergencies. Every school shall be prepared to provide basic first aid, while summoning necessary emergency assistance.

3.10.1. Preparation

- (1) Establish and maintain a current list of emergency medical services' telephone numbers. Keep them posted by each phone in the building.
- (2) Encourage staff and students to take training in first aid, CPR, sanitation, and emotional support of children, families and adults during emergencies.
- (3) Maintain a current stock of first aid and sanitation supplies and create a plan for distribution of these supplies in case of a mass disaster. A list of suggested items is at the end of this section.
- (4) Establish and maintain a current list of staff members qualified to administer first aid and where they are likely to be found during the school day.

- (5) Establish and maintain a list of students and staff with known medical problems, including disabilities, and instructions for emergency actions.
- (6) Establish and maintain a general file of students' home telephone numbers, parents' business telephone numbers, and names and numbers of adults authorized to make decisions regarding their child's emergency medical treatment if parents cannot be reached.
- (7) Establish and maintain a general file of emergency phone numbers for all faculty and staff.
- (8) Request from the superintendent a statement of legal responsibilities and liabilities, including insurance restrictions.
- (9) Develop school procedures to cover epidemics such as influenza.
- (10) As part of the school emergency preparedness plan, designate a location within or close to the school that could be used as a temporary morgue.

3.11.2 Response

- (1) Noncritical Illness or Injury
 - (a) Administer first aid.
 - (b) Notify parents, if possible, and request that they provide transportation for the student to home or a medical facility.
 - (c) If parents cannot be contacted, take action in accordance with predetermined school procedures.
- (2) Critical Illness or Injury
 - (a) Administer first aid to the extent possible.
 - (b) Call 911 or an ambulance if the situation is life-threatening or if the child is in need of immediate medical intervention.
 - (c) If the situation is not life-threatening:
 - (i) Notify the parents and request that they transport the child to a medical facility.
 - (ii) If parents cannot be contacted immediately, take action in accordance with predetermined school procedures.
 - (iii) Continue attempts to contact parents and keep record of actions taken and times, etc.
 - (d) Notify the superintendent's office.
 - (e) Appropriate report forms for injury, illness, or insurance shall be completed promptly.

3.11.3 Basic First Aid Equipment and Supplies

In order to be prepared for a mass disaster, each school and each district office is to have enough medical supplies on hand to care for multiple injured persons for one day. The school district will maintain an extra stock of medical supplies. Medical supplies are to be centrally located with a distribution plan in case of mass disaster. The school nurse is to work in association with the principal and PTA health chairperson to establish and rotate these supplies. The following list is only of suggested items and amounts. The nurse, in association with the principal, is to decide upon supplies needed for the school.

RECOMMENDED BASIC FIRST AID EQUIPMENT AND SUPPLIES

Item	Size	Quantity	Amount Suggested for 30 People for One Day	Amount Suggested for 500 People for One Day
Band-Aid, flexible Fabric	1" X 3"	100/Box	1/3 Box	5 Boxes
	3/4" X 3"	100/Box	1/3 Box	5 Boxes
Steripads, Johnson & Johnson	2" X 2"	100/Box	1/3 Box	5 Boxes
	3" X 3"	100/Box	1/3 Box	5 Boxes
Steripads, non-stick Johnson & Johnson	2" X 4.5"	50/Pkg.	1 Package	10 Packages
Surgical tape, Fabric	1" X 5"	1 Roll	1 Roll	50 Rolls
	1/2" X 10"	1 Roll	1/2 Roll	25 Rolls
Gloves, vinyl	Small	100/Box	10 Gloves	2 Boxes
	Medium	100/Box	40 Gloves	6 Boxes
	Large	100/Box	10 Gloves	2 Boxes
Antiseptic soap	Pint	1 Pint	1/2 Pint	5 Pints
Alcohol, isopropyl	Pint	1 Pint	1 Pint	100 Pints
Cotton balls	Standard	65/Box	1 Box	5 Boxes
Cotton swabs	Standard	1000/Box	50 Swabs	1 Box
Tongue depressor	5.5" X 5/8"	500/Box	30 Blades	1 Box
Gauze bandage	2" X 10 Yd.	1 Roll	1 Roll	50 Rolls
Elastic bandage	3" X 62"	1 Roll	1 Roll	5 Rolls
	4" X 62"	1 Roll	1 Roll	5 Rolls
	6" X 62"	1 Roll	1 Roll	5 Rolls
Cervical collar	Small	1 Collar	NA	1 Collar
	Medium	1 Collar	NA	1 Collar
	Large	1 Collar	NA	1 Collar
Thermometer, oral	Standard	1	1	5
Thermometer covers	Standard	50/Box	5 Covers	2 Boxes
Bulb syringe	Small	1	1	5
Triangle-shape sling	Standard	1	1	50
Cold pack, instant	6" X 9"	1	1	50
Hot pack, instant	6" X 9"	1	1	50
Splint, cardboard	Arm 12"	1	NA	5
	Leg 24"	1	NA	5
Tidy towels	13" X 19"	500/Case	30 Towels	1 Case

Item	Size	Quantity	Amount Suggested for 30 People for One Day	Amount Suggested for 500 People for One Day
Plastic trash bags	All Sizes	NA	1 Bag Medium	100 Bags Medium
Tissues	Standard	150/Box	1 Box	5 Boxes
Pen light/battery	Standard	1	1	10
Sanitary napkins (also use as pressure bandages)	Standard	100/Box	5 Napkins	1 Box
Safety pins	Medium	100/Box	¼ Box	2 Boxes
Tweezers	Standard	1	1	5
Stretcher	Standard	1	NA	1
Backboard	Standard	1	NA	1

Recommended Equipment and Supplies

Equipment or Supplies	Description	Quantity
Shovels	Square point	2
Shovels	Round point	2
Wrecking bar	Minimum 36-inch	1
Nylon rope	½ inch	300 feet

3.12. UTILITY FAILURE

Utility failure or incidents are common occurrences and may happen any time. An undetected gas line leak may require only a spark to set off an explosion. Flooding from a broken water pipe may cause extensive damage to buildings and property. Electric power failure will cause inconvenience and may result in the loss of refrigerated food supplies.

3.12.1. Preparation

- (1) Identify the possible effects the loss of each utility may have on the school. (Example: Loss of electricity might disrupt heating and ventilation and could cause failure of the phone system.)
- (2) Consider the availability of an emergency generator to supply essential needs. Emergency generators are installed in some buildings and are recommended for all schools when the budget permits the purchase.
- (3) Keep an accurate line drawing of all utility lines and pipes associated with the facility and grounds in each school.
- (4) Develop procedures for emergency utility shut off.
- (5) Establish and maintain a list of phone numbers, including night and day reporting and repair services, for all serving utility companies; i.e., Utah Power, Questar Gas, and Qwest.

3.12.2. Response

- (1) Gas Line Break
 - (a) Evacuate the building immediately by fire drill procedures.
 - (b) Notify district maintenance or security, the principal, gas company, police and fire departments, and the superintendent's office.
 - (c) Open windows.
 - (d) Do not reenter the building until utility officials say it is safe.
- (2) Electric Power Failure
 - (a) Call power company.
 - (b) Notify district maintenance or security.
 - (c) If there is danger of fire, evacuate the building by fire drill procedures.
 - (d) If power cannot be promptly restored, keep refrigerated food storage utilities closed to delay spoilage. (Most units will maintain food at freezing temperatures up to 48 hours.)
 - (e) If a short is suspected, turn off power at main control point and follow repair procedures.
- (3) Water Line Break
 - (a) Call district maintenance or security.
 - (b) Shut off valve at primary control point.
 - (c) Relocate articles that may be damaged by water (library books on lower shelves, students' belongings under desks, kitchen and office supplies, etc.)
- (4) Phone Service Interruption – Total Building
 - (a) Call Qwest phone repair from a working phone such as a pay phone (number listed on front of phone).
 - (b) Notify district maintenance or security.
- (5) General

Initiate early or late dismissal, school cancellation, or delayed opening policies as necessary.

3.13. WIND AND OTHER TYPES OF SEVERE WEATHER

The major dangers of severe weather are intense cold or heat and the breakdown of transportation due to poor visibility and road conditions.

3.13.1. Warning

The National Weather Service (NWS) issues severe weather warnings. When threat of severe weather exists, monitor radio/television for bulletins.

3.13.2. Preparation

- (1) Establish school cancellation and early dismissal policies relative to wind, heat, snow, and/or ice conditions. Include who shall make decisions (superintendent) and under what conditions policy shall be enacted.
- (2) Inform parents of the school plan and what television stations should be monitored for information.
- (3) Establish agreements with the highway department and local towing services, etc., to respond to stuck or stalled buses.
- (4) Suggested emergency equipment for buses and maintenance vehicles includes:
 - (a) Two-way radio.
 - (b) Booster cables.
 - (c) Tow chain or cable.
 - (d) Fire extinguisher.
 - (e) First aid kit.
 - (f) Shovel.
 - (g) Sack of sand.
 - (h) Flashlight or signal light with extra batteries.
 - (i) Plastic scraper.
 - (j) List of emergency telephone numbers.
 - (k) Tire chains.
- (5) Establish procedures to cover bus trips on occasions such as class field trips, tours, athletic events, and other events away from the school and/or off regular routes.
- (6) Establish emergency community shelter procedures should utility services for areas of the community be disrupted and the school be needed to function as a temporary mass shelter.
- (7) Establish procedures for caring for students or staff members stranded at school facilities.
- (8) Establish procedures for providing emergency transportation for students and staff who normally walk to and from school.
- (9) Establish procedures for securing the building against utility damage (frozen water pipes, etc.).

3.13.3. Response

Implement early dismissal procedures, recognizing that storms may move swiftly. Procedures shall:

- (1) Consider time required for bus drivers to respond to an emergency transportation call.
- (2) Avoid decisions that delay early dismissal causing students and staff to be detained at school or en route to homes.
- (3) Inform students.
- (4) Notify parents through public media.
- (5) Ensure that all walking students are properly dressed for cold weather or provided transportation.
- (6) Take predetermined protective measures to secure the building against storm damage, prevent bursting pipes, etc.
- (7) Implement shelter procedures as needed.

4. DEFINITIONS

- 4.1. "Attack" - a nuclear, conventional, biological, or chemical warfare action against the United States of America or this state or county.
- 4.2. "Disaster" - a situation causing, or threatening to cause, widespread damage, social disruption, injury or loss of life or property resulting from attack, internal disturbance, natural phenomena, or technological hazard.
- 4.3. "District" - the local school district.
- 4.4. "District Emergency Manager" - the district person responsible for coordinating district emergency preparedness efforts with the schools, community leaders, and county emergency management agencies.
- 4.5. "District Support Department Emergency Manager" - a district support department supervisor or department head or designee serving as emergency manager within the department.
- 4.6. "Emergency operations team" - the staff assigned by the superintendent to manage district emergency or disaster operations and coordinate district operations with the local government or county emergency operations team.
- 4.7. "Internal disturbance" - a riot, prison break, disruptive terrorism, or strike.
- 4.8. "Local emergency" - a condition in any political subdivision of the state that requires emergency assistance be provided by the affected political subdivision to save lives and protect property within its jurisdiction in response to a disaster, or to avoid or reduce the threat of a disaster.
- 4.9. "Natural phenomenon" - any earthquake, tornado, high winds, heavy snow, storm, flood, landslide, avalanche, forest or range fire, drought, or epidemic.
- 4.10. "Political subdivision" - municipality, county, or school district.
- 4.11. "School Emergency Manager" - the school principal or designee serving as emergency manager and facilities manager within the school.
- 4.12. "State of emergency" - condition in any part of this state that requires state government emergency assistance to supplement the local efforts of the affected political subdivision to save lives and to protect property, public health, welfare, and safety in the event of a disaster or to avoid or reduce the threat of a disaster.
- 4.13. "Security emergency" - an anticipated or actual threat to the well being of an individual, a group, or property within the district.
- 4.14. "Technological hazard" - any hazardous materials accident, mine accident, train derailment, air crash, radiation incident, severe pollution, structural fire, explosion, or utility disruption.

5. REFERENCES

- 5.1. Art. VI-30. Constitution of Utah. Continuity of Government.
- 5.2. 4-18-18. Utah Code Annotated 1953. (Utah Conservation Corps assists with disasters.)
- 5.3. 63-5-1. Utah Code Annotated 1953. (Emergency Management.)
- 5.4. 63-5a-1 to 11. Utah Code Annotated 1953. (Disaster Response and Recovery.)
- 5.5. 78-11-22. Utah Code Annotated 1953. (Good Samaritan Act. Emergency assistance, no liability for.)
- 5.6. R277-400. Utah Administrative Code, 1992. (Emergency Preparedness Plan.)
- 5.7. R707-5. Utah Administrative Code, 1991. (Public School Buildings.)
- 5.8. Title III of the Superfund Amendments and Reauthorization Act of 1986 (SARA). (Requires establishment of LEPC, Local Emergency Preparedness Planning Committee.)
- 5.9. 31-3. Life Safety Code, Pamphlet 101, 1985. (National Fire Protection Association.)
- 5.10. County Disaster Operations Plan.
- 5.11. Guide for Preventing and Responding to School Violence (International Association of Chiefs of Police, National Sheriffs Association, Bureau of Justice Assistance, and the U.S. Department of Defense Security Research Center).

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APPENDIX A

SHELTER AND MASS CARE FOR NATURAL AND TECHNOLOGICAL HAZARDS

1. PURPOSE

The purpose of this Appendix is to establish plans, procedures, policy, and guidelines for the provision of temporary lodging, emergency feeding, and clothing of persons forced to leave their homes due to an actual or threatened emergency or disaster.

2. SITUATION AND ASSUMPTIONS

2.1. Situation

2.1.1. Facilities may be needed in the county for both the direct and indirect effects of a hazard.

2.1.2. Mass care facilities (i.e., indirect effects facilities) are life-supporting. They are needed for protection from the effects of the hazard.

2.2. Assumptions

2.2.1. While local government has the overall responsibility to protect the population, the American Red Cross will establish, manage, and coordinate shelter/mass care operations within their capability.

2.2.2. In cooperation with the American Red Cross Disaster Services, local government shall manage and coordinate all shelter/mass care activities until the American Red Cross arrives.

2.2.3. Other professional/volunteer organizations that normally respond to emergency/disaster situations can be expected to do so.

2.2.4. Assistance shall be available from outside through mutual aid agreements, and from state- and federal-level emergency agencies, when appropriate.

2.2.5. Facilities planned for shelter/mass care use shall be available at the time of need.

2.2.6. Experience has shown that, under localized emergency conditions, a high percentage (75 percent or more) of evacuees will seek lodging with friends or relatives rather than go to a public shelter. The percentage of people seeking public shelter can be nearly 100 percent for a Hazmat incident.

2.2.7. Essential public and private services in reception areas shall be continued during a mass care situation. Normal activities in some schools and churches may have to be curtailed or discontinued.

2.2.8. If the threat of an evacuation is due to a visible hazard or has been discussed in the media, some spontaneous evacuation may occur prior to an implementing order. Therefore, mass care operations may have to commence early in any disaster period.

3. DIRECTION AND CONTROL

All activities shall be coordinated through the Shelter Systems Officer in the Emergency Operations Center (EOC.) Shelter/lodging facility managers shall be responsible for the operation of their individual facilities. When appropriate, the American Red Cross will provide reports through the American Red Cross Mass Care Officer and to the EOC through the American Red Cross Government Liaison.

4. CONCEPT OF OPERATIONS

4.1. General

- 4.1.1. The county commissioners have the overall responsibility for ensuring the protection and welfare of the people in the county.
- 4.1.2. In cooperation with available volunteer disaster assistance organizations, the county will make available shelter and mass care services for people requiring them as the result of an emergency/disaster situation.
- 4.1.3. The American Red Cross and other private disaster assistance organizations shall be called upon to provide management and support to shelters for the affected population, and to care for their emergency needs by organizing shelter teams, providing services necessary to support the sheltered population, including registration, or other life-support assistance.
- 4.1.4. In some disasters, the federal government may be requested to provide emergency housing. Disaster victims shall be encouraged to obtain housing with family or friends or in commercial facilities. To the extent possible, local government will assist and coordinate post-disaster housing needs for the homeless.

4.2. Phases of Emergency Management

4.2.1. Mitigation

- (1) Encourage shelter considerations in architectural design.
- (2) Identify volunteer groups.
- (3) Develop shelter/mass care capability.

4.2.2. Preparedness

- (1) Identify mass care facilities (temporary lodging and emergency feeding sites) and protective shelters.
- (2) Obtain the cooperation of facility owners for use of facilities as mass care facilities and protective shelters.
- (3) Train facility/shelter managers and primary staff.
- (4) Maintain a list of sources of food and essential supplies.
- (5) Coordinate training and communication procedures.
- (6) Coordinate responsibilities with other agencies and/or volunteer groups.
- (7) Identify population groups requiring special assistance during an emergency (such as senior citizens and the disabled) and ensure that a capability exists to provide it.

4.2.3. Response (in coordination with the American Red Cross)

- (1) Open and staff shelters/mass care facilities.
- (2) Provide food and other essentials as needed.
- (3) Obtain supplies and materials as required.
- (4) Maintain communications between shelters and EOC.
- (5) Assist registration of evacuees/victims.
- (6) Provide information for victims needing additional services.

4.2.4. Recovery

- (1) Deactivate shelters/mass care facilities as necessary.
- (2) Assess continued human needs of victims.
- (3) Inform public of extended care availability.
- (4) Coordinate post-disaster housing needs.
- (5) Coordinate with state and federal officials on location of Disaster Application Center (DAC).

- (6) Assist the American Red Cross in establishing family assistance centers and programs.

4.2.5. Mass Care

Mass care includes the registration of evacuees, the opening and management of temporary lodging facilities, and the feeding of evacuees and workers through both mobile and fixed feeding sites.

4.2.6. Registration

- (1) The designation of specific lodging and feeding facilities depends on the actual situation and the location of the hazard area. Selected facilities shall be located far enough from the hazard area to eliminate the possibility of the threat extending to the mass care facility. The best possible facilities shall be selected from lists that are maintained by the American Red Cross. Specific care must be given to ensure that designated facilities are suitable for lodging institutionalized or special needs groups. Agreements for use of these facilities have been obtained by the American Red Cross. The Emergency Services Director or Shelter Systems Office, in conjunction with the American Red Cross (ARC), shall obtain permission from owners to use other facilities as required.
- (2) When mass care facilities are opened, it is the responsibility of the American Red Cross to maintain administrative control and fill all functions and staffing needs according to the American Red Cross policy.
- (3) As needed, meals and snacks shall be provided to evacuees and workers through both mobile and fixed feeding sites. Upon the American Red Cross arrival, they are responsible for meal planning, coordination of mobile feeding, and identifying feeding sites and resources for the procurement of food and related supplies.
- (4) The American Red Cross and the Emergency Services Director jointly maintain listings of qualified and trained shelter/lodging facility managers.

4.2.7. Human Services

In addition to the provision of shelter/mass care, unique demands will be placed upon the delivery of human services to include the care of special needs groups and crisis counseling.

5. ORGANIZATION AND ASSIGNMENT OF RESPONSIBILITIES

5.1. General

The ultimate responsibility for the care of evacuees and displaced disaster victims rests with the county commissioners. This responsibility has been delegated to the Emergency Services Director. The Shelter Systems Officer (SSO) in this capacity is a volunteer on the staff of the Emergency Services Director. The Shelter Systems Officer is the primary point of contact for planning, coordinating, and implementing the shelter program. Services shall be provided through the coordinated efforts of Emergency Services Director staff members, American Red Cross, Salvation Army, and other volunteer agencies and/or mutual aid agreements with various support groups.

5.2. Functional Responsibilities

5.2.1. Emergency Services Director

- (1) Appoint a Shelter Systems Officer.
- (2) Develop shelter/mass care program.
- (3) Ensure that facilities are activated and deactivated as required.
- (4) Inform the public.

5.2.2. Shelter Systems Officer

- (1) In coordination with the American Red Cross, identify volunteer agencies and develop emergency agreements.
- (2) Identify potential protective shelters and mass care facilities.
- (3) Ensure that shelter management staff are recruited and trained.
- (4) Arrange and coordinate mass feeding.
- (5) Coordinate the distribution of donated clothing.
- (6) Coordinate with area officials for supplementary food stocks from USDA sources.

5.2.3. Law Enforcement

- (1) Provide security and law enforcement at shelters/mass care facilities.
- (2) Provide back-up communications.

5.2.4. Fire Service

- (1) Inspect shelter/mass care sites for fire safety.
- (2) Provide and maintain shelter fire extinguisher.
- (3) Train shelter personnel in fire safety and fire suppression.

5.2.5. Transportation

Provide and coordinate public transportation to emergency feeding sites, food distribution points, clothing pick-up points, etc.

5.2.6. Health and Medical

- (1) Coordinate with the American Red Cross Health Services to ensure that all mass care facilities meet all current health code standards.
- (2) In cooperation with the American Red Cross Disaster Health Services, coordinate medical coverage at mass care facilities.

5.2.7. Human Services Officer

- (1) Coordinate crisis counseling.
- (2) Assist in registration of evacuees.
- (3) Solicit and distribute donated clothing to disaster victims.

5.2.8. American Red Cross (through agreement)

- (1) Staff and operate shelter/mass care facilities.
- (2) Register evacuees.
- (3) Provide emergency food and other essential materials.
- (4) Process inquiries from concerned families outside the disaster area.
- (5) Provide for temporary home repairs.

5.2.9. Salvation Army (through agreement)

- (1) Assist in mass feeding operations.
- (2) Collect and distribute food, clothing, and other supplies.
- (3) Repair homes.

5.2.10. Other Volunteer Agencies as Appropriate

6. ADMINISTRATION

6.1. Records

The American Red Cross maintains records of all expenses incurred by their mass care activities.

The Emergency Services Director will ensure that adequate records of local government expenses are maintained.

6.2. Training

The Emergency Services Director shall ensure that shelter management and other appropriate training is made available to officials and volunteers who would participate in mass care activity. Training programs in shelter systems and shelter management are available through the State of Utah, Division of Comprehensive Emergency Management (CEM). The American Red Cross offers training in disaster services and mass care.

6.3. Inquiries

The American Red Cross will establish a Disaster Welfare Inquiry Operation to answer requests from relatives and friends concerning the safety and welfare of evacuees or those in disaster areas. Welfare inquiry listings, along with registration listings, will be coordinated with the EOC and law enforcement agencies for comparison with missing persons lists.

6.4. Support

6.4.1. Public school facilities shall be a prime consideration for use as emergency mass care facilities. Utilization of these shall be coordinated with school officials.

6.4.2. The permission to use facilities for disaster operations shall be secured from the owners/managers of selected facilities.

6.4.3. Coordinated efforts of Emergency Services, the American Red Cross, and other voluntary organizations shall support the provision of shelter services.

6.5. Communications

6.5.1. The primary communications links between shelter/mass care facilities and the EOC shall be telephone. If telephones cannot be used or are overloaded, law enforcement, firefighters, or amateur radio operators shall provide radio communications.

6.5.2. Shelter/lodging facility managers shall arrange for persons in their facility to monitor prescribed communication sources for guidance and announcements.

7. ANNEX DEVELOPMENT, MAINTENANCE, AND IMPLEMENTATION

7.1. Development and Maintenance

The Shelter Systems Officer shall be responsible for the development and maintenance of this annex. Extensive coordination with support agencies and volunteer groups shall be accomplished. Each agency shall develop standard operating procedures that address assigned tasks.

7.2. Implementation

7.2.1. Provisions of this annex concerning mass care shall be implemented as soon as a need for temporary lodging or feeding is noted. While a coordinated government/American Red Cross decision is desirable, the American Red Cross may independently activate their operations.

7.2.2. Communications shall be established with all agencies and, in the event of an evacuation, essential personnel, including volunteers, shall be alerted. Required material resources (cots, blankets, food, etc.) shall be located and repositioned, if necessary. Hospitals shall be alerted to the possibility of receiving evacuee patients, when appropriate.

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APPENDIX B

EMERGENCY PREPAREDNESS EDUCATION

It is not enough for the school to provide for the physical safety of students. Students also must be mentally prepared to meet a crisis. Contrary to many commonly held beliefs, it is not the realistic understanding of the effects and consequences of disaster that causes people to take a fatalistic, fearful view of emergency preparedness. Ignorance, misunderstanding, and mistrust of public information and warning are the three things that most often result in inaction, panic, and unnecessary loss of life and property.

1. To help dispel ignorance, clear up misunderstanding, and develop trust in public information and warning, the school needs to provide students with emergency preparedness information. Disaster awareness and preparedness are best taught by incorporating the material into existing courses where it is most relevant. It is not a difficult task, but it does take thought and ingenuity. Teachers will probably find that by raising their own consciousness to the realities of disaster, they shall begin to see numerous opportunities for raising students' awareness by providing safety tips during normal class work.
2. The results should be two-fold. First the ability of the school population to respond to an emergency is likely to be greatly improved when students are fully aware of the rationale behind the instructions they are given. Second, students who have survival skills increase their abilities to take care of themselves should an emergency arise and there are no responsible adults to take charge.

2.1. PRIMARY GRADES

- 2.1.1. Even a very young child can absorb basic emergency preparedness instruction. A child needs to know that emergencies can happen to anyone and that there are measures that should be taken in self-protection. Without frightening a child, a teacher may introduce concepts of emergency and self-help by relating instructions to the child's everyday experiences. Depending upon the rural or urban character of a community, a teacher should give priority to that which children are most apt to experience in their home or school environment.
- 2.1.2. Primary school children should be made aware of the natural phenomena and man-made hazards that cause disasters. They should be trained in safety and survival procedures and become acquainted with the people and agencies providing emergency services. They must learn their own sense of self-confidence in problem solving and decision making. Children also should be shown how individual cooperation adds to the safety of the group.
- 2.1.3. Tips for Teachers
 - (1) Take advantage of the many free materials developed for primary grade emergency preparedness curricula.
 - (2) Invite speakers from emergency service groups, and visit the emergency management office, fire department, etc., on short field trips.
 - (3) Add a few emergency-related words to the weekly spelling lesson.
 - (4) Make up math problems involving emergency response times.
 - (5) Have children make maps of their community, designating hazardous areas as they perceive them.
 - (6) Have children draw posters or make up songs or poems about emergency preparedness techniques.
 - (7) Invent a likely emergency situation and assign each child a role (disaster workers, victim, etc.). Hold an impromptu play.
 - (8) View a disaster related film and have the children discuss it.
 - (9) Use carefully chosen newspaper and magazine articles to illustrate disasters and their effects.
 - (10) Choose a story involving children and an emergency situation to read to the class.
 - (11) Visit sites where natural change is taking place and emphasize both constructive and destructive effects of floods, fires, and storms.
 - (12) Drill children in personal identification information (full name, address, and telephone number).

2.2. INTERMEDIATE AND SECONDARY GRADES

- 2.2.1. As children get older, they need more detailed information about the hazards of living. Children in the secondary grades are ready to view events in a continuum from cause to effect. They should be ready to approach the subjects of natural and man-caused disasters, including an introduction to the implications of nuclear war.
- 2.2.2. Unlike the younger children, secondary grade students are more able to relate to things on a world scale. By the time they have reached junior and senior high school, they should be well aware of the global relationships and repercussions of natural and man-caused phenomena. They also should have a well-developed sense of their own place in the scheme of things and confidence that they have direction and control of their lives. These kinds of positive attitudes can be fostered by ensuring that each student has a stark awareness of the threats to life and a wide selection of life coping and lifesaving information from which to draw.
- 2.2.3. For adults, the words “emergency” and “disaster” carry with them graphic pictures of death and destruction--things we do not care to think about. But for adults, and children as well, group discussion of these facts of life and death provide an opportunity to examine fears and realize the many feelings we share. This knowledge is often a source of comfort and strength in an emergency. Teachers find that the study of the psychological and philosophical basis of human reaction to extreme situations generates profound and satisfying discussion.
- 2.2.4. Tips for Teachers
- (1) Science
 - (a) Relate disasters to physical change, conservation, ecology, and environmental science.
 - (b) Keep daily weather charts and note subtle and dramatic changes on the graph.
 - (c) Study Utah’s vulnerability to earthquakes, high winds, flooding, and other natural hazard phenomena, and the relationship of weather and climate to geographical location.
 - (d) Discuss the hazards overcome by science and technology and the hazards science and technology have created.
 - (e) Discuss the potent forces of storms and nuclear detonations.
 - (f) Keep a scrapbook of newspaper clippings to illustrate the scope and effect of natural and man-made disaster, the frequency of disaster, and the benefits of preparedness.
 - (2) Social Studies
 - (a) Study the interdependence and cooperation of people, organizations, and nations when disaster strikes.
 - (b) Study the effects disasters such as wars, earthquakes, and fire have had in changing the course of history.
 - (c) Compare the hazards that faced the pioneers of early Utah to the ones faced by modern Utahns.
 - (d) Examine the emergency functions of various governmental agencies.
 - (e) Invite the local emergency management agency director to explain his/her role in emergency preparedness planning and response.
 - (f) Compare and discuss the hazards of living in other countries.
 - (g) Compare and discuss the hazards Utah has in common with other places of equal latitude.
 - (3) Health and Physical Education

These are ideal courses for teaching safety and survival techniques, basic first aid, etc. Have students simulate a disaster situation and take turns playing victim and rescue workers. Practice simple carry/stretchers improvisation, etc.

 - (a) Offer courses in advanced first aid.
 - (b) Organize rescue teams and train with local volunteer rescue organizations.
 - (c) Relate health and fitness to self-preservation.
 - (d) Study emergency procedures for maintaining sanitary conditions and preserving food quality during disasters.

- (a) Give the class a list of reading material about disasters and emergencies. Assign book reports and have students present them to the class. Hold a discussion about disasters and the various reactions and responses the children discovered in their reading.
 - (b) Add emergency/disaster-related words and phrases to vocabulary and spelling lists.
 - (c) Have students write a short story, poem or play relating a personal account of a fearful situation, emergency, or disaster.
 - (d) Assign material for reading that relates to disasters.
 - (e) Have students critique various journalistic approaches to disaster reporting (e.g., sensationalism, etc.).
 - (f) Have students examine local newspapers as far back as they are filed (or kept on microfilm) and compare past disaster reporting with the present styles. Conduct an historical survey of community disasters and make a class report to print in the school or local newspaper.
- (5) Music and Art
- (a) Have students make safety posters and display them during school disaster awareness week.
 - (b) Make a collage of disaster pictures, or paint a mural of an emergency response.
 - (c) Discuss the effect of music in reducing fear and anxiety. Use "Whistle a Happy Tune" and other songs as examples. Have the class compose a song of its own.
 - (d) Have students design pocket identification cards and encourage them to carry the card at all times.
- (6) Math
- (a) Have students locate the epicenter of an earthquake using a world map, a compass, and the formulas for Primary and Secondary waves.
 - (b) Invent a word story problem using a series of formulas and math skills.
- (7) Chemistry
- (a) Discuss the composition of matter. Lead a discussion of nuclear weapons, their effects on people and the environment, and how people can protect themselves from fallout.
 - (b) Discuss the positive and negative aspects of peacetime nuclear use.
- (8) Science
- (a) Earth science classes should examine natural forces that create disasters (e.g., faulting, volcanism, tsunamis, mass earth movements, and sinkhole collapse). Rate the state using geologic and topographic maps, noting hazardous areas and regions.
 - (b) Set up a simple weather station.
 - (c) Provide students with ideas for science projects involving hazard mitigation and detection.
 - (d) Show and discuss films of storm development.
 - (e) Discuss the positive and negative aspects of science and technology.
 - (f) Study nuclear power and alternative energy sources (solar, wind, tidal, etc.).
 - (g) Study the "greenhouse effect" and its implications. What can reduce the possibilities of such occurrences?
 - (h) Study the effects of radiation on biological organisms.
 - (i) Study evolution and adaptation to the hazards of an environment.
 - (j) Compare animal instinct to human reactions. Do animals sense danger? Do people?
 - (k) Examine the ways in which plants and animals react to and recover from disasters. (Example: Some pine trees re-seed by fire.)
- (9) Home Economics
- (a) Study emergency mass feeding techniques, food preparation, nutrition, and maintaining health during food rationing. Examine easily stored and preserved foods.
 - (b) Study home techniques for storage, rotation, and preparation of emergency food supplies.
 - (c) Design a family emergency response plan.

- (c) Design a family emergency response plan.
- (d) Identify hazards found in and around your house.

(10) Social Studies

- (a) View the world and the ways different cultures regard resources and hazards. Ask the question, "Are these things universal or is one person's hazard another person's resource?" (Example: Compare the flooding of the Nile to the flooding of the Mississippi. Examine the ways in which people adapt to what we perceive to be hazards and make them essential to life.)
- (b) Compare the cultural response to hazards along the East Coast of the U.S. and the East Coast of Asia. How is it the same? Different? How do history and philosophy influence cultural response? (There are no fixed answers to many of these questions you may ask about the effect of environment on culture and history, and vice versa, but they are thought-provoking questions that can generate many lively discussions.)
- (c) Study the psychology of fear, stress, and grief. Ask why people tend to become altruistic during disasters. Can disasters be beneficial? Do they alter our sense of values? Do they unify communities?
- (d) Study the history of the U.S. Use the San Francisco earthquake, Northridge earthquake, Chicago fire, etc., as examples. How did they alter city development? What were other effects?
- (e) Study the philosophy of natural history. Ask if preservation of a truly natural environment is possible or desirable. If man is a part of the natural environment, are his changes natural too?

APPENDIX C

PREVENTING AND RESPONDING TO VIOLENCE

School violence has increasingly come into the public eye due to deadly multiple shootings in such places as Littleton, Colorado; Jonesboro, Arkansas; and Springfield, Oregon. The possibility of school shootings has become an issue for urban, rural, and suburban communities alike. Since 1992, 22 schools have experienced multiple-victim homicides, many in communities where people previously believed “it couldn’t happen here.”

1. VIOLENCE IN SCHOOLS

- 1.1. Given the number of students in the United States, multiple victim homicides are still extremely rare, and in recent years, the overall rate of violence in schools has actually declined. Physical conflicts, threats, and harassment are still common. Many students and teachers are more fearful than ever before when they enter the doors of their school. This climate of fear makes it more difficult for schools to provide positive learning environments.
- 1.2. Possible contributors to school violence include:
 - 1.2.1. Exposure to violence within the family and community.
 - 1.2.2. Child abuse and neglect.
 - 1.2.3. Poor parenting practices and lack of interest in children’s activities.
 - 1.2.4. Peer pressure to engage in harassment of other students, violent behavior, drug or alcohol use, and truancy.
 - 1.2.5. Prejudices based on race, religion, ethnicity, physical appearance, social class, sexual orientation, disability, gender, etc.
 - 1.2.6. Information on how to make explosive devices and unsupervised access to firearms.
 - 1.2.7. Excessive exposure to violence in television programming, movies, and video games.
 - 1.2.8. Drug or alcohol abuse.
 - 1.2.9. Lack of conflict resolution skills.
 - 1.2.10. Lack of quality role models and the availability of inappropriate role models.
 - 1.2.11. Perceived lack of opportunity to be successful through legitimate means.
 - 1.2.12. Failure to detect and treat children exhibiting warning signs of being troubled.
 - 1.2.13. Lack of adult supervision of, and positive interaction with, children after school.
 - 1.2.14. Negative student image.

2. PREVENTION

2.1. Role of School Administrators, Teachers, and Staff

Administrators should initiate a comprehensive security assessment survey of their school’s physical design, safety policies, and emergency procedures. The assessment should be conducted in cooperation with local law enforcement, and local fire officials, as well as local emergency medical service providers, school security staff, students, and other school community members. Using the conclusions of that survey, administrators should assign a safety and violence prevention committee composed of all of the above representatives to develop a comprehensive emergency security plan. Based on each school’s needs, school safety plans may include some or all of the following suggestions.

2.1.1. School Security

- (1) Utilize School Resource Officers (SROs) who may be provided by local law enforcement. SROs often provide law enforcement, law-related counseling, and law-related education to students, faculty, and staff. Continuity of officers within individual schools should be encouraged, so that students and SROs develop rapport.
- (2) Acquire one or more probation officers for use on campus to help supervise and counsel students. High schools with a significant caseload of juveniles on probation would find this program appropriate.
- (3) Utilize paid, trained personnel specifically to assist teachers and administrators in monitoring student behavior and activities.
- (4) Encourage parents/guardians and others to provide volunteer monitoring of students on campus. Provide training and guidelines outlining duties.
- (5) Enforce restrictions on student loitering in parking lots, hallways, bathrooms, and other areas. Provide students with restrictions in the student handbook/code of conduct.
- (6) Metal detectors deter weapons on campus.
- (7) Adopt policies for searches for weapons and drugs.
- (8) Require visitors to sign in and sign out at the school office and to wear visible visitors' passes/badges.
- (9) Instruct school personnel to greet strangers on campus and direct them to sign in. Also instruct personnel and students to report visitors who have not signed in.
- (10) Consider whether students and staff might wear photo IDs during school and school-related activities.
- (11) Consider a closed campus policy that prohibits students from leaving school during lunch.
- (12) Encourage neighborhoods to report all criminal activity and unusual incidents.
- (13) Consider providing alarm, intercom, cell phone, building paging, two-way radio, and mounted hand-held camera systems on buses and campuses.
- (14) Develop a school bus rider attendance checklist for each bus.
- (15) Consider employing outside security personnel during school functions.
- (16) Patrol school grounds, especially in areas where students tend to congregate.
- (17) Develop threat and crisis management plans and procedures.
- (18) Develop a comprehensive set of violence prevention strategies.

2.1.2. Reporting

Establish a climate that encourages and enables students, teachers, and parents/guardians to report threats and acts of violence.

- (1) Within legal guidelines and statutes, maintain confidentiality.
- (2) Standard procedures should include definitions of pertinent information and how and where information should be distributed.
- (3) Establish and advertise a hotline number for reporting issues of harassment, safety, etc.
- (4) Provide training to recognize whether acts of violence are false or malicious.

2.1.3. Student Rules

Student rules must be communicated, understood, and consistently enforced. Rules must comply with constitutionally guaranteed due process procedures.

- (1) Establish rules of conduct pertaining to improper student behavior.
- (2) Annually review and revise rules of student conduct if needed.
- (3) Students' comprehension of the rules should be assessed.
- (4) Post summaries of rules throughout the school.
- (5) Communicate rules of student conduct to parents/guardians.
- (6) Communicate rules in as many languages as needed.
- (7) Develop consequences for rule violations.
- (8) Notify parents/guardians of rule violations in a timely manner.

- disrespect.
- (10) Suspend and recommend expulsion of students for serious rule violations such as:
 - (a) Possession of a firearm on school property or at school events.
 - (b) Possession or use of a weapon on school grounds or at school events that is capable of inflicting serious bodily harm.
 - (c) Physical assault of a teacher, administrator, staff member, or student.
- (11) Suspend and consider appropriateness of expulsion for the following:
 - (a) Verbal threat to a teacher, administrator, staff member, or student.
 - (b) Possession, sale, or use of illegal drugs on school property.
 - (c) Actual or threatened retaliation against persons who report threats or acts of violence.

2.1.4. Support for Teachers and Other Staff

Working in collaboration with faculty, the school administration has the responsibility to enforce school rules.

- (1) Take quick, consistent, and appropriate action toward students who are reported by teachers and other staff for rule violations.
- (2) Group teachers and other personnel who work with the same troubled student into teams to enable them to discuss that student and strategies for helping him/her.

2.1.5. Programs for Suspended/Expelled Students

- (1) Appropriate programs should be available for elementary, middle, junior high, and high school students in separate environments.
- (2) Provide a low student-to-staff ratio.
- (3) Consider requiring suspended students to participate in community-based programs where they would witness the effects of causing injury to others.
- (4) Consider reducing length of suspensions in exchange for successful completion of community service.
- (5) Provide counseling such as anger management, conflict management and resolution, respecting the rights of others, and social skills.
- (6) Take appropriate security measures when putting troubled students together.
- (7) Provide employment information to students.

2.1.6. Student Court

- (1) Use qualified adults to oversee peer courts.
- (2) Provide training to peer court participants.
- (3) Inform “defendants” that they must abide by the student court’s decision and inform them of consequences for not complying.

2.1.7. Positive Incentives

- (1) Create recognition rewards for students who perform good citizenship behaviors.
- (2) Invite community leaders to inform students of the way to achieve success.
- (3) Consider schoolwide assemblies for motivational speakers to address topics such as anti-drug, alcohol, and violence messages.
- (4) Invite responsible adults to mentor students.
- (5) Promote press/media coverage for students who have done well; create some “good news.”
- (6) Create programs for developing character, and recognize students who exhibit positive traits.
- (7) Promote partnerships between schools and law enforcement, businesses, and service organizations to recognize and reward positive student behavior.

2.1.8. Employee Screening

Investigations should be conducted to avoid harmful or abusive teachers, staff, and volunteers.

- (1) State sex offender registry check.
- (2) Criminal background check.
- (3) Fingerprint check.
- (4) Employment, personal, and education reference checks.
- (5) Personal interviews.
- (6) On-the-job observations.
- (7) Professional disciplinary board background check.
- (8) Alcohol/drug testing for designated personnel such as, school bus drivers, drivers' education teachers, etc.
- (9) Mental illness/psychiatric history check.

2.1.9. Class and School Size

- (1) Strive for optimal student-to-teacher ratios to allow teachers to identify warning signs of students prone to violence.
- (2) Schools where students are more connected to their environment tend to have lower rates of violence.

2.1.10. Parental Involvement

- (1) Solicit as much parental involvement as possible.
- (2) Offer information for parental involvement.

2.1.11. Utilization of the School

- (1) Advocate preschool programs for younger children, such as Head Start.
- (2) Promote attractive after-school activities for all students.
- (3) Promote partnerships with external programs such as 4H, FFA, FHA, Scouts, Boys' and Girls' Clubs, and community youth programs, etc.

2.1.12. School Physical Environment

A safe and secure environment promotes and enhances the learning process.

- (1) Maintain the appearance of schools to decrease vandalism and violence (e.g., remove graffiti immediately).
- (2) Employ crime prevention techniques through environmental design to reduce crime, such as the removing shrubbery and plants that could provide coverage for an intruder, providing adequate lighting of buildings and grounds, and eliminating hiding places for intruders in the corridors of facilities.
- (3) Enforce a dress code.

2.1.13. Counseling Services

- (1) Provide counselors to students in need, including services for emotional and social development, exceptional students, academic, vocational, pregnant/parenting, gang, psychological, family, and substance abuse.
- (2) Train students to help other students.
- (3) Ensure that counselors have adequate information about and access to community resources.
- (4) Ensure students are informed of the different types of counseling services available and know how they can obtain them.
- (5) Identify at-risk students and provide counseling.

2.1.14. Conflict Resolution Programs

- (1) Determine the types of conflicts that tend to occur and how they are best resolved.
- (2) Determine which conflict resolution programs would be most appropriate for the school.
- (3) Obtain trainers to implement the program.
- (4) Begin training at the earliest age-appropriate school level and continue the training throughout the students' education.
- (5) Obtain support and involvement from faculty and parents/guardians.
- (6) Teach conflict resolution to students, using activities incorporated into the curricula.
- (7) Evaluate the success of the program against pre-established goals.

2.1.15. Social Skills Training

- (1) Encourage faculty to instruct and model positive social skills.
- (2) Implement life skills training throughout the curriculum to teach students how to recognize problem situations, manage stress, achieve self-control, and demonstrate emotional maturity.

2.1.16. Cognitive Skills Training

Violence in school settings often erupts as impulsive or irrational reactions to immediate problems.

- (1) Teach means-ends thinking, in which students learn how to reach a goal by step-by-step planning, identifying potential obstacles, and accepting that problem solving often takes time.
- (2) Teach analytical thinking, in which students learn how to weigh the appropriate pros and cons when deciding whether to carry out an act.
- (3) Teach alternative thinking, in which students learn to find new solutions to a problem.
- (4) Teach consequential thinking, in which students learn to consider different outcomes that might result from a given action.

2.1.17. Diversity Issues

Intolerance often leads to conflict, interferes with the learning process, and has been a factor in violence in the schools. The purpose of diversity training is to try to reduce intolerance.

- (1) Design and distribute a diversity acceptance policy to students, parents/guardians, teachers, and staff.
- (2) Provide diversity acceptance training to all staff and faculty.
- (3) Provide all students diversity acceptance training in the classroom and in assemblies.
- (4) Use progressive discipline for acts of intolerance. Use non-disciplinary actions for first-time infractions, such as counseling, parent conferences, community service, or awareness training. Progressively increase discipline for recurring or more serious violations such as detention, suspension, or expulsion.
- (5) Recognize that certain types of graffiti, literature, and actions may be indicators of potential hate-crime or harassment.

2.1.18. Anti-Bullying Programs

Bullying is a range of behaviors, both verbal and physical, that intimidates others and often leads to antisocial and unlawful acts. Bullying is a pervasive problem that leads to violence.

- (1) Communicate a pre-established definition of bullying activity to students, teachers, parents and staff.
- (2) Establish rules prohibiting, and consequences for, bullying activity as part of the school's code of conduct.
- (3) Seek information about the motivations behind specific incidents of bullying.
- (4) Establish a reporting mechanism by which incidents of bullying can be reported.

- (5) Ensure reporting procedures detailing under which circumstances information will and will not be shared.
 - (a) Protect witnesses and victims from retaliation.
 - (b) Meet applicable standards for confidentiality.
 - (c) Ensure that personnel involved with victims and bullies have the information they need to effectively work with them.
 - (d) Protect the accused from false allegations.
- (6) Establish a policy regarding the notification of parents/guardians of both victims and perpetrators whenever a report of bullying is formally filed.
- (7) Continually monitor the number of reported incidents of bullying.
- (8) Address bullying activities that occur on the way to and from school.
- (9) Consider holding focus groups to discuss the nature of the problem of bullying and ways to solve it.
- (10) Ensure that adequate social service and mental health resources are both available and being utilized.
- (11) Identify bullies and victims, and promote intervention at the classroom level and at other student contact points within schools.
- (12) Advise teachers and staff to record events, as well the interventions and strategies they implement to address different instances of bullying.

2.1.19. Programs to Reduce Isolation and Alienation and to Promote Respect

Develop programs that increase positive self-respect and respect for others.

- (1) Establish standards for how people should treat each other.
- (2) Ensure that classroom standards are consistent with school and district policies.
- (3) Review classroom standards with students and send copies to parents.
- (4) Disseminate statements of values that all affiliates of the school will be expected to follow.
- (5) Open lines of communication with students who may feel alienated or isolated or who have low self-esteem.
- (6) Have positive extracurricular activities available to students.
- (7) Help students become more successful in achieving short- and long-term goals.
- (8) Teach students how to resist others' efforts to intimidate or isolate them.
- (9) Suggest that the local school board adopt a community service requirement for middle/junior high and high school graduation.
- (10) Reinforce values such as learning, respect, character, and cooperation.
- (11) Encourage students to work together, such as on team projects.
- (12) Encourage the contemplation of core values through the use of age- and curriculum-appropriate writing assignments and class discussions.
- (13) Encourage students to become actively involved in the school community.
- (14) Recognize and reward students who exhibit positive and responsible behavior.
- (15) Offer troubled and withdrawn students, including victims, help outside of class with schoolwork and personal problems.
- (16) Encourage open communication between students and adults.

2.1.20. Drug and Alcohol Education

The use of drugs and/or alcohol is often associated with violence and other forms of delinquent behavior.

- (1) Educate students about the dangers and illegality of drug and alcohol use.
- (2) Implement age-appropriate programs that include discussions about how students can resist negative peer pressure.
- (3) Enlist parents'/guardians' support in addressing the dangers of drug and alcohol abuse.
- (4) Avoid programs that are based predominately on fear arousal, moral appeal, or the simple distribution of information.
- (5) Require students who participate in extracurricular activities to agree not to use alcohol or drugs.

- (6) Identify resources for referral of information and/or intervention for students with alcohol or substance abuse problems.

2.1.21. Anti-Gang Programs

Gang members are more likely than other students to carry weapons and engage in acts of violence.

- (1) Establish partnerships with local law enforcement to educate teachers and staff about the presence of gangs and their activities.
- (2) Establish gang resistance and violence prevention teams to implement community, family, and youth education programs to provide alternative activities in which children can participate.
- (3) Establish a school dress code that excludes gang-related clothing, paraphernalia, and behavior.
- (4) Inform parents/guardians if their children are suspected of involvement in gangs; refer parents to available programs and resources.

2.1.22. Suicide Prevention

Hopefully, effective suicide prevention will decrease the occurrence of both self-inflicted suicide and violence by students who believe their acts will result in their being killed by others.

- (1) Develop a plan that specifies how to identify students at risk of suicide, how to handle threats, and what actions to take.
- (2) Ensure that students are aware of easy ways to get help.
- (3) Educate students and school personnel on getting help for troubled students before they become victims of suicide.

2.1.23. Training and Technical Assistance for Teachers and Staff

Schools should provide training and technical assistance to teachers and staff on such topics as:

- (1) Conflict resolution and management.
- (2) Hostility and anger management.
- (3) Victim sensitivity and support.
- (4) Crisis/critical incident management.
- (5) Bullying and harassment recognition, prevention, and intervention.
- (6) Who should, how to, and where to refer students and families to social service agencies.
- (7) Classroom management.
- (8) Identifying and defusing potentially violent situations.
- (9) How teachers' and other staff members' own behavior may defuse or escalate conflict.
- (10) How to identify troubled students.
- (11) How to communicate and work with parents/guardians in order to intervene in the behavior of troubled students.
- (12) How to effectively work with classes that have ethnic and economic diversity.

2.1.24. Evaluation

Monitor and evaluate the steps taken to improve school safety.

- (1) Conduct community surveys to determine the perceptions of safety, areas of improvement, and the effectiveness of school safety programs.
- (2) Maintain statistics on discipline cases, suspensions, expulsions, students found with weapons, and incidents of verbal or physical harassment.
- (3) Review and analyze collected information with qualified professionals to suggest new or modified violence prevention strategies.

2.2. Role of Students

The majority of students recognize that they share in the responsibility to prevent school violence. Students should do the following:

- 2.2.1. Know and follow the school's violence prevention policies.
- 2.2.2. Work with administrators and teachers to create a safe way to report threats.
- 2.2.3. Learn about who they can go to with information and concerns about known or potential violence or harassment.
- 2.2.4. Listen to friends who share upsetting thoughts or display troubling, harmful, or dangerous behavior, and encourage them to seek help from a parent, teacher, school counselor, or other trusted adult.
- 2.2.5. Confide in a parent, teacher, or other trusted adult if they persistently: (1) feel so "down", sad, or "empty" that they don't want to go out and do things; (2) are not able to sleep; (3) have difficulty concentrating; (4) feel helpless and/or angry; or (5) feel like they are losing control over their thoughts or emotions.
- 2.2.6. Report suspicious behavior and threats of violence and/or suicide to school officials or another responsible adult.
- 2.2.7. Participate and encourage peers to participate in after-school activities with responsible members of the community.
- 2.2.8. Participate in ongoing activities that promote school safety.
- 2.2.9. Act as positive role models for peers and younger students.
- 2.2.10. Be tolerant of other students and their differences.
- 2.2.11. Learn techniques to avoid and cope with negative peer pressure.
- 2.2.12. Speak out and refuse to join in when members of groups are involved in negative behaviors towards others.

2.3. Role of Parents/Guardians

Parents who demonstrate an interest in their own children's lives help prevent youth violence.

2.3.1. Topics to Discuss With Children

- (1) The school's discipline policy.
- (2) The school's safety and security procedures.
- (3) The positive household rules, family values and traditions, behavior expectations, and the reasons behind them.
- (4) The impact of violence in the media and its real life consequences.
- (5) Solving problems peacefully.
- (6) The value of individual differences.
- (7) Their children's concerns about friends and other people who may be exhibiting threatening or violent behavior.
- (8) Personal safety issues and appropriate responses to them.
- (9) Their children's day-to-day activities, accomplishments, concerns, and problems.

2.3.2. Actions Parents/Guardians Can Take With Children

- (1) Model appropriate behaviors by demonstrating healthy ways to express anger and relieve stress.

- (2) Learn the warning signs for at-risk children and how to get help from school and community professionals.
- (3) Take an active role in their children's education.
- (4) Participate in school safety planning sessions.
- (5) Participate in violence prevention groups in their communities.
- (6) Know their children's friends and families and establish a network to exchange information with other parents.
- (7) Monitor and supervise their children's reading material, television, video games, Internet chat rooms and websites, and music for inappropriately violent content.
- (8) Monitor and supervise their children's use of the Internet.
- (9) Talk to employers for consideration to allow parents who want to participate in school activities.
- (10) If needed, attend anger management, parenting skills, and/or conflict resolution classes.
- (11) Establish and enforce household rules and reward positive behavior.
- (12) Ensure quality childcare.
- (13) Promote a healthy and safe lifestyle by prohibiting the illegal or irresponsible use of alcohol, tobacco, or other drugs in their home.
- (14) If needed, seek out support groups to improve parenting skills and/or to manage anger and frustration.
- (15) Provide a quality after-school environment for their children.
- (16) Make their home a place where children and their well-behaved friends are welcome, comfortable, adequately supervised, and safe.

2.3.3. Firearms and Ammunition

- (1) Keep firearms and ammunition locked up and in separate locations.
- (2) Monitor children's environments for indications of weapons and destructive devices.
- (3) Teach children about the dangers of firearms.
- (4) Be aware and concerned about easily accessible firearms or ammunition at the homes of friends, relatives, and neighbors.

2.4. Role of the Community

In order for a safe schools program to be effective, school officials should make an effort to recruit individual members of the community, local businesses, community service organizations, attorneys, clergy, mental health and child welfare personnel, local community officials (such as town/city councils, county commissions, etc.), family agency staff, and recreational organizations.

2.4.1. Individual Community Member Actions

- (1) Volunteer for mentoring programs, such as Big Brothers/Big Sisters of America.
- (2) Work for an after-school recreation program.
- (3) If qualified, volunteer to provide care for troubled youth and their families.
- (4) Provide services that care for children in need and their families.

2.4.2. Businesses and Community Organization Actions.

- (1) Adopt and support a local school.
- (2) Hire high school students as part-time employees.
- (3) Actively seek out student volunteers and interns.
- (4) Allow employees who are students time off to study and during final exams.
- (5) Allow time off for employees who want to attend their children's school activities.
- (6) Provide basic job skills training to students.
- (7) Develop a scholarship program.
- (8) Provide needed services, facilities, equipment, etc., to schools.
- (9) In cooperation with school administrators, create positive community Service-Learning experiences for young people.
- (10) Work with school administrators to provide career information.

2.5. Role of Law Enforcement

Law enforcement should work with schools to formulate districtwide and school-specific violence prevention programs and crisis response plans.

2.5.1. Police Training

- (1) Address the conditions that contribute to school violence.
- (2) Provide in-service training that addresses factors influencing school violence, conflict resolution, school violence scenarios, and response guidelines.
- (3) Train officers to interact with school administrators, teachers, and students.
- (4) Train selected officers to conduct school security assessments.
- (5) Train selected officers on school-related threat assessment and responses.

2.5.2. Police Activities

- (1) School Resource Officers (SROs) can deter violence and other forms of misconduct by being a visible presence at the school and by helping the school develop and implement violence prevention programs.
- (2) Develop and maintain working partnerships with area schools.
- (3) Work with schools, parents/guardians, and truants to lower truancy.
- (4) Consult with school administrators, teachers, and parents/guardians about school security.
- (5) Provide guidance, in accordance with legal counsel, to school personnel on how to spot concealed weapons and what steps police personnel should take when they suspect students are carrying weapons.
- (6) Provide information about police department resources to schools, students, and parents/guardians.
- (7) Provide schools with guidelines and examples of when to contact the police.
- (8) Assist school officials with the screening of employees and staff-like volunteers, including checking criminal history files and sex offender registries.
- (9) Serve on school threat and disciplinary action assessment teams, along with teachers, administrators, and counselors.
- (10) Maintain a constructive relationship with students, parents, and school employees through the following activities:
 - (a) Bicycle registration drives.
 - (b) Sponsored recreational activities.
 - (c) Explorer and cadet programs.
 - (d) Parent, student, and teacher in-service training programs.
- (11) Participate in programs for juvenile offenders using interventions that are appropriate for their risk factors and violations.
- (12) Make follow-up visits to the homes of juvenile offenders.
- (13) Develop task forces aimed at enforcing laws among minors.
- (14) Develop a plan for cracking down on illegal gun sales and work to educate parents/guardians on firearm safety, including the proper storage of weapons in the home.
- (15) Enforce existing truancy laws.
- (16) Use other agencies and law enforcement as resources to determine the best possible safe school strategies for the community.

3. THREAT ASSESSMENT

Threats are alarming statements or behaviors that give rise to concern about subsequent violence. Possible components of threat assessment strategies include the following steps:

- 3.1. Establish a threat assessment team to assess serious threats.
- 3.2. Define the nature and scope of threats that evoke the involvement of the threat assessment team.
- 3.3. Establish a policy to ensure that reports of threats submitted from inside and outside the school are routed to the appropriate administrator and investigated.

- 3.4. Establish procedures for recording and monitoring threats.
- 3.5. Ensure cooperation between local law enforcement and school authorities in collecting and preserving evidence of threats.
- 3.6. Evaluate situations when a threat has been made and, if warranted, notify the potential victims.
- 3.7. Consider the costs and benefits of providing increased protection to threatened persons.
- 3.8. Determine if additional security measures should be put in place after a threat.
- 3.9. Counsel potential victims about the various civil and criminal options available to them.
- 3.10. Learn what procedures should be taken to screen mail and packages left on school property after a threat has been made.
- 3.11. Establish policies for releasing any threat-related information to the community or media.

Threat Incident Report

School and school district policy should require students and employees to report all threats or incidents of violent behavior they observe or are informed about to the Designated Administration Representative (DAR). The DAR should take the steps necessary to complete a threat incident report as quickly as possible, including private interviews of the victim(s) and witness(es). The report will be used by the threat assessment team to assess the safety of the school and to decide upon a plan of action. It should include:

- Name of the threat-maker and his/her relationship to the school and the recipient.
- Name(s) of the victims or potential victims.
- When and where the incident occurred.
- What happened immediately prior to the incident.
- The specific language of the threat.
- Physical conduct that would substantiate intent to follow through on the threat.
- How the threat-maker appeared (physically and emotionally).
- Names of others who were directly involved and any actions they took.
- How the incident ended.
- Names of witnesses.
- What happened to the threat-maker after the incident.
- What happened to the other students or employees directly involved after the incident.
- Names of any administrators, teachers, or staff and how they responded.
- What event(s) triggered the incident.
- Any related history leading up to the incident.
- The steps that have been taken to ensure the threat will not be carried out.
- Suggestions for preventing school violence in the future.

The DAR and the threat assessment team should record elements of the threat incident report and any subsequent actions relating to the incident on a tracking system. Such systems range from simple card files to commercially available relational databases. The tracking system, as well as all investigative files, should be kept secure and maintained separately from other records.

Secret Service Threat Assessment Suggestions

School and law enforcement officials are frequently placed in the difficult position of having to assess specific people (e.g., students, staff, teachers, and others) who may be likely to engage in targeted violence in which there is a known or knowable target or potential assailant. The following suggestions for threat assessment investigations are based on guidelines developed by the Secret Service's National Threat Assessment Center (NTAC). They were developed primarily for preventing the assassination of public officials and may not be applicable to all school situations.

To identify threats, school officials are advised to:

- Focus on individuals' thinking and behavior as indicators of their progress on a pathway to violent actions. Avoid "profiling" or basing assumptions on socio-psychological characteristics. In reality, accurate "profiles" for those likely to commit acts of targeted violence do not exist. School shootings are infrequent and the great majority of individuals who happen to match a particular profile do not commit violent acts. In addition, many individuals who commit violent acts do not match pre-established profiles.
- Focus on individuals who pose a threat, not only on those who explicitly communicate a threat. Many individuals who make direct threats do not pose an actual risk, while many people who ultimately commit acts of targeted violence never communicate threats to their targets. Prior to making an attack, potential aggressors may provide evidence they have engaged in thinking, planning, and logistical preparations. They may communicate their intentions to family, friends, or colleagues, or write about their plans in a diary or journal. They may have engaged in "attack-related" behaviors: deciding on a victim or set of victims, determining a time and approach to attack, and/or selecting a means of attack. They may have collected information about their intended target(s) and the setting of the attack, as well as information about similar attacks that have previously occurred.

Once individuals who may pose a threat have been identified, ten key questions should guide the assessment of the threat:

- What motivated the individual to make the statement or take the action that caused him/her to come to attention?
- What has the individual communicated to anyone concerning his/her intentions?
- Has the individual shown an interest in targeted violence, perpetrators of targeted violence, weapons, extremist groups, or murder?
- Has the individual engaged in attack-related behavior, including any menacing, harassing, and/or stalking-type behavior?
- Does the individual have a history of mental illness involving command hallucinations, delusional ideas, feelings of persecution, etc., with indications that the individual has acted on those beliefs?
- How organized is the individual? Is he/she capable of developing and carrying out a plan?
- Has the individual experienced a recent loss and/or loss of status, and has this led to feelings of desperation and despair?
- Corroboration: What is the individual saying, and is it consistent with his/her actions?
- Is there concern among those that know the individual that he/she might take action based on inappropriate ideas?
- What factors in the individual's life and/or environment might increase/decrease the likelihood of the individual attempting to attack a target?

Source: Robert Fein & Bryan Vossekuil, National Threat Assessment Center, U.S. Secret Service.

4. CRISIS PLANNING AND PREPARATION

Responses for different types of crises should be planned in advance and reviewed, updated, and practiced periodically. The chaos and panic created by these situations cannot be effectively handled without a pre-established, specific plan of action.

Teachers and staff play critical roles in implementing planned responses both before and after emergency response personnel arrive. Their participation in and understanding of the planning is essential.

4.3. Role of School Administrators, Teachers, and Staff

4.3.1. Planning

- (1) Establish a crisis planning team that includes representation from faculty and staff, safety security, and emergency response providers who are knowledgeable about crisis planning and/or would help intervene in a school safety crisis.
- (2) Establish school crisis management teams at district and school levels utilizing the nationally recognized Incident Command System (ICS).
- (3) Have a working knowledge of all available and needed resources for handling and responding to a crisis situation.
- (4) Include off-site school activities such as field trips in crisis planning.
- (5) Assign all faculty and staff to clearly defined roles under the ICS system.
- (6) Identify and make prearrangements with qualified counselors who would provide the critical incident stress debriefing immediately following a crisis.
- (7) Identify and train on-site building maintenance staff and off-site personnel who will take responsibility for dealing with fire alarms, sprinkler systems, gas, etc.
- (8) Identify personnel who will have master keys, codes, and access to secured areas at the site.
- (9) Publicize the chain of command and designated replacements.
- (10) Practice how to protect students with physical or developmental disabilities.
- (11) Establish procedures for an early/late dismissal plan for students and procedures for notifying parents/guardians and media.
- (12) Practice lockdown and evacuation procedures for different types of crises.
- (13) Develop an emergency traffic plan capable of protecting emergency response routes and accommodating the likely traffic and parking needs of parents/guardians and media.
- (14) Pre-designate places for personnel to perform their roles:
 - (a) A designated media contact location.
 - (b) A designated place for parents/guardians.
 - (c) A designated place for clergy.
 - (d) Staging areas for transportation, etc.
- (15) Establish a "calling tree" or "phone tree" to notify the crisis management team immediately.
- (16) Make alternative response plans known to key personnel who would communicate the nature of the crisis and the appropriate response; some information may need to be restricted as a security measure.
- (17) Provide crisis and emergency kits and plan them inside and outside of schools.
- (18) Consider computer databases to store information on students, teachers, and staff. Hardcopy versions should be available in the event that computers are inaccessible.
- (19) Provide copies of all emergency and evacuation plans to local law enforcement, fire, and other emergency response agencies.
- (20) Provide law enforcement, fire, and other emergency response personnel with blueprints, layouts, and floor plans of school buildings and grounds, including information about main leads for water, gas, electricity, cable, telephone, HVAC, alarm and sprinkler systems, and locations of hazardous materials, elevators, and entrances.
- (21) Consider a system of storage devices that provide staff and emergency response personnel with access to keys at any time of the day or night.

4.3.2. Planning for Donations and Memorials

- (1) Establish a school policy for memorializing students and other school personnel.
- (2) Ensure proper accountability for receipt and distribution of donations. Consider utilizing a charitable organization already in place for responsibility of donations.
- (3) Identify how media and community members will be informed of where donations should be sent.
- (4) Establish priorities and policies for distributing monetary donations.
- (5) Prepare in advance a link for donations on the school's web site.

4.3.3. Training

- (1) Test emergency plans at various times of the year, involving law enforcement and emergency service agencies.
- (2) Regularly hold training sessions that include law enforcement, other emergency response personnel, schoolteachers, and other school staff.
- (3) Train teachers and staff on the types of information emergency response personnel will need to respond to different types of crises.
- (4) Consider local emergency response personnel or districtwide crisis teams to provide training.
- (5) Provide cross training to members of the crisis management team and to other school personnel.
- (6) Review the crisis response plan with teachers, principals, staff, volunteers, campus supervisors, and school resource officers.
- (7) Review the crisis response plan with students.
- (8) Provide training to teachers on their assigned or back-up roles during crisis situations.
- (9) Supplement verbal training with a written pamphlet to remind students, teachers, part-time workers, interns, and substitute teachers of their roles.
- (10) Provide training to other persons who are regularly on campus regarding how to respond to different types of crisis scenarios.
- (11) Develop written summaries of crisis response instructions for dissemination to new substitutes.
- (12) Provide information to parents/guardians on their roles during crisis situations.
- (13) Decide on an appropriate balance of crisis response information to allow students to feel safe without causing undue fear.
- (14) Provide training to media relations for appointed media spokespersons during the planning phase.
- (15) Provide information to local media representatives on how to receive and communicate information about crises to the community.
- (16) Teach students, teachers, and staff to recognize the physiological cues experienced in crisis situations.
- (17) Provide emergency first-aid training to teachers, staff, and students.
- (18) Provide staff, teachers, and students with instructions on personal safety awareness and survival skills, on how to report and respond to persons making threats or displaying weapons, and about locating and not giving up safe positions.
- (19) Incorporate crisis preparation training and requirements into teacher education programs at colleges and universities.

4.4. Role of Law Enforcement and Emergency Response Personnel

- 4.4.1. Conduct meetings with representatives from the school community and from all local law enforcement, fire, and other emergency response agencies to obtain, develop, and coordinate school site safety plans.
- 4.4.2. Maintain information in vehicles of first responders about school sites' layouts, building floor plans, and aerial maps. Update as needed.
 - (1) Create systems by which students, teachers, and staff hearing commands (e.g., "Open the door") may be better able to identify that they came from official law enforcement instead of from offenders.

- (2) Work toward integrating disparate law enforcement and emergency response communication technologies to enable more effective communication between agencies during crises.
- (3) Develop and provide training on the Incident Command System.

5. DURING A MAJOR CRISIS

The following are suggestions for responses during and after school crises in which one or more individuals have been victimized by violence.

5.1. The Role of School Administrators, Teachers, and Staff

5.1.1. Immediate Response

- (1) Responding personnel will have to use individual judgment as to what they can and should do first, keeping in mind that their primary role is taking care of children at risk.
- (2) Assess whether anyone is injured and the severity of injuries, and then take appropriate measures.
- (3) Call 911 in immediate life-threatening situations.
- (4) Activate silent alarms to notify local law enforcement.
- (5) In the event that a teacher cannot call or leave the classroom, send students for help only if absolutely necessary and if it does not put them in more danger than they would be in by evacuating or remaining with their class.
- (6) Determine appropriate level of involvement of the crisis management team.
- (7) Have appointed staff begin the calling/phone tree before phone lines get overloaded.
- (8) Remain with students until notified by appropriate personnel on what actions to take.

5.1.2. Implementing the Crisis Management Plan

- (1) Secure all areas for students' and staff's safety until the police arrive.
- (2) Avoid unnecessarily tampering with or disturbing evidence. The site may be a crime scene.
- (3) Communicate to emergency responders where the school staff command post is located.
- (4) Direct families to predesignated locations where they can receive information.
- (5) Do not dismiss students to unknown care.
- (6) Have procedures in place to release students to parents/guardians.
- (7) Follow all rules regarding repeating or giving out information.
- (8) As appropriate, keep students informed in individual classrooms rather than large group settings.
- (9) Account for students, staff, and teachers as soon as possible.
- (10) Shield students from disturbing scenes without disturbing crime scene evidence.

5.2. Role of Students

- 5.2.1. In the absence of adult direction, decide where it is safest to be and remain there.
- 5.2.2. Notify the first available adult if a violent situation occurs.
- 5.2.3. Share all relevant information with law enforcement, teachers, and school staff.
- 5.2.4. During and after the crisis, keep with you what is on your person, do not pick anything up, and do not go back for anything until after receiving permission.
- 5.2.5. Assist teachers and staff in quickly assessing who is and who is not missing.
- 5.2.6. Provide assistance to injured persons.
- 5.2.7. Calm and reassure fellow students.

5.2.8. Follow directions about where to go or remain.

5.2.9. Do not speculate or perpetuate rumors to others.

5.2.10. Do not take unnecessary chances.

5.3. Role of Law Enforcement

5.3.1. Respond to all reports of criminal activity rapidly to ensure immediate intervention in all emergency situations.

5.3.2. Exercise appropriate rules when immediate intervention is needed, keeping safety of persons foremost.

5.3.3. Adhere to direction from the Incident Command System.

5.3.4. Provide traffic control assistance to enable emergency services to get to the crisis location.

5.3.5. Develop lines of communication with affected schools' administrations and district emergency operation centers or command posts.

5.3.6. Follow approved collection procedures and protect relevant evidence from contamination.

5.3.7. Assist parents/guardians in locating their children.

5.3.8. Be prepared to assist with many unforeseeable duties.

6. AFTER A CRISIS

Actions taken after severe acts of violence can have a major effect on the well-being of students and the community at large.

6.1. Role of School Administrators

6.1.1. Support Systems

- (1) Implement plans for providing short-term and long-term counseling to students, faculty and staff.
- (2) Take into account multilingual needs when providing information and counseling.
- (3) Maintain both an information line and special call-in line for victims and their families whenever large groups of students are affected.
- (4) Keep in close contact with injured victims and/or surviving family members.
- (5) Determine the need for additional health services and resources for increased physical needs of students.
- (6) Hold meetings to provide staff with information related to the crisis, eliminate rumors, advise them of next steps, and advise them on what to tell their students.
- (7) Develop written statements for teachers to read in class. Send similar statements to parents.
- (8) Help students, faculty, and staff deal with their own reactions before they interact with their students.
- (9) Hold a special meeting with victims and their siblings.
- (10) Ensure that each school in the district supports siblings of victims by providing them with additional reassurances of safety and academic support.
- (11) Provide places and times for members of peer groups to meet and counsel each other.
- (12) Designate "safe rooms" where students, teachers, and staff can receive comfort and counseling and talk about events during the crisis.
- (13) Provide information to parents/guardians who want to know how to help children cope with feelings about the crisis.
- (14) Hold workshops for students who feel angry about the crisis to express their feelings.
- (15) Keep parents/guardians informed of support services available to their children.

- (16) Provide a place after the crisis for parents/guardians to meet with counselors and other adults to discuss ways to help their children transition back to school.
- (17) Provide a list of suggested readings to teachers, parents, and students.
- (18) Evaluate whether community forums should be initiated for people to air their concerns or discuss other issues pertaining to school safety.
- (19) Fund time for teachers to work with students needing academic support due to problems such as grief, stress, difficulty concentrating, and anxiety.
- (20) Ensure participation of parents/guardians and community members that does not use additional administrative time.
- (21) Provide orientation for students and their families when violent events have occurred.

6.1.2. Managing the School Environment After Violence

- (1) Maintain close cooperation with investigating authorities to facilitate completing investigations and minimizing complications.
- (2) Deal with problems of deceased students' desks and lockers.
- (3) Remove deceased students' names from forms, posters, rosters, absence reporting logs, and anywhere else they occur in reporting systems.
- (4) Evaluate how affected areas in the school site where school violence took place should be handled when students return to school.

6.1.3. Memorials, Funerals, and Incident Anniversaries

- (1) Allow absences and time off for students, teachers, and staff who wish to attend funerals and memorials.
- (2) Allow families who are planning memorials and activities to honor victims.
- (3) Arrange a quiet area for staff and students who do not wish to attend memorials or activities.
- (4) Avoid conducting funerals at school.
- (5) Assess the appropriateness of memorials to victims on school premises, particularly in the case of religious memorials. Consider alternative sites, and consider living memorials such as trees as an option.
- (6) Include students, families of victims, and community members in planning memorials.
- (7) Establish a policy for how school administration should handle student or community members' independently establishing memorials.
- (8) Assess whether families want recognition of victims at graduation ceremonies, at assemblies, in yearbooks, and on anniversaries of the crisis. At graduations, chairs for those victims could be left empty and their names read.
- (9) Invite family members of victims to all ceremonies and memorials.
- (10) Plan ahead for the attention the school will receive on the one-year anniversary of the incident.
- (11) Plan ahead for the emotional needs of the school community on anniversaries.
- (12) Consider the special needs of families of offenders.
- (13) Ensure the safety of the home from theft, vandalism, etc., of the victims/perpetrators during funerals or memorial services.

6.1.4. Closure of Mourning Period and Moving Forward

- (1) Consult with counselors, teachers, students, and staff on when would be the most appropriate time to signal closure of the mourning period.
- (2) Conduct a public ceremony to symbolize closure of the mourning period.
- (3) Hold a parents' night to bring closure to the crisis.
- (4) Get school in session and moving forward as soon as possible.

6.1.5. Lessons Learned

- (1) Conduct meetings with school and district personnel to review lessons learned from the experience.

- (2) Reevaluate and make modifications to the crisis and safety plan based on lessons learned.
- (3) Write thank you notes to out-of-building district and community resource people who provided support during the crisis.

6.2. Role of Teachers and Staff

- 6.2.1. Cooperate with law enforcement to maximize investigative effectiveness.
- 6.2.2. Help students reenter the school environment.
- 6.2.3. Provide accurate information to students and dispel rumors.
- 6.2.4. Provide activities to reduce stress and trauma.
- 6.2.5. Alter curricula and postpone testing as needed.
- 6.2.6. Ensure that books are available that deal with managing grief and other reactions to crisis situations.
- 6.2.7. Train teachers to be aware of warning signs of grief and depression.
- 6.2.8. Train teachers to implement techniques to deal with students' emotions related to crisis situations.
- 6.2.9. Have class discussions about the incident and how to cope with the aftermath.
- 6.2.10. Use caution with TV broadcasts in the classroom. Live newscasts can be traumatizing.
- 6.2.11. Lower school flags to half-staff.
- 6.2.12. Discuss funeral procedures when appropriate.
- 6.2.13. Volunteer to help victims and their families.
- 6.2.14. Organize and participate in memorials and other activities.
- 6.2.15. Seek counseling for help in dealing with personal feelings about the incident.

6.3. Role of School Counselors, Psychologists, and Social Workers

- 6.3.1. Keep in close contact with the counseling director of the Crisis Management Team.
- 6.3.2. Be available.
- 6.3.3. Visit the classes of any seriously injured or deceased students and their close friends.
- 6.3.4. Provide individual and group counseling as needed to students, teachers, and staff.
- 6.3.5. Contact parents/guardians of affected students with suggestions for counseling support and referrals.
- 6.3.6. Locate appropriate counseling assistance throughout the community.
- 6.3.7. Establish a self-referral procedure and make referral forms available.
- 6.3.8. Provide and advise counseling for the crisis team and emergency response personnel.
- 6.3.9. Keep records of affected students and provide follow-up services.
- 6.3.10. Accept other responsibilities as designated by the Crisis Management Team director.

6.4. Role of Parents

- 6.4.1. Learn to recognize and help children with their reactions.
- 6.4.2. Encourage children to receive counseling or speak to a trusted adult about their feelings.
- 6.4.3. Consider attending school with children who are fearful of returning to class.
- 6.4.4. If needed, obtain counseling to remain physically and emotionally healthy.

6.5. Role of the Community

- 6.5.1. Volunteer time and resources to victims.
- 6.5.2. Provide services to meet the needs of victims.
- 6.5.3. Provide a location where members of the community can go to receive information about the types of assistance needed and/or available.

6.6. Role of Local Law Enforcement

- 6.6.1. Conduct a thorough investigation and debriefing of all persons present at the time of the incident.
- 6.6.2. Encourage the use of regional Critical Incident Stress Debriefing Teams for involved emergency personnel.
- 6.6.3. Coordinate with affected schools and other agencies to assist victims' families in locating survivors.
- 6.6.4. Encourage schools to support their employees and students in prosecution of people who commit acts of violent crime.
- 6.6.5. Encourage law enforcement and schools to coordinate their news releases.
- 6.6.6. Provide schools with a central point of contact in the police department who will answer questions and address concerns.
- 6.6.7. Encourage students and school employees to participate in aftermath debriefings.
- 6.6.8. Facilitate meetings in which teachers, staff, students, and parents/guardians can express their thoughts on how police handled the incident.
- 6.6.9. Coordinate critique of the department's response after a serious incident of school violence and identify areas in need of improvement.

GLOSSARY

1. Advance alert – Highest federal civil readiness level. At this level, primary emergency operating centers of the federal government at headquarters, regions, and other major field offices will be manned.
2. Alert signal – A three- to-five-minute steady tone sounded strictly at the option and on the authority of local government officials. The signal may be activated for natural or manmade disasters as local authorities may determine, and may also be used to call attention to essential emergency information.
3. Allocation – The process of allocating geographically defined areas of population to specific shelter facilities, or to host areas.
4. Alternate Emergency Operating Center (AEOC) - A facility that can be used to coordinate and direct all government emergency response efforts if the primary EOC facility becomes inoperable during emergencies. The facility also houses key governmental officials forced to evacuate from the primary EOC.
5. American Red Cross (ARC) – The American Red Cross volunteer organization has recognized the necessity for working closely with government at all levels in planning for and providing assistance to disaster victims. The ARC operates under a congressional charter. All disaster assistance from the American Red Cross is based on verified disaster-caused need, and is an outright grant from donations from the American people.
6. Annex – A plan element devoted to one part of emergency operations that describes the jurisdiction's approach to functioning in that component area of activity in response to emergencies caused by any hazard that might affect the community.
7. Appendix – A plan element attached to a functional annex to provide information on special approaches or requirements generated by unique characteristics of specified hazards identified as being of particular concern to the jurisdiction.
8. Applicant – The state or local government submitting a project application or request for direct federal assistance under the Disaster Relief Act of 1974, or on whose behalf the governor's authorized representative takes such action.
9. Attack warning – A civil defense warning that an actual attack against this country has been detected.
10. Attack warning signal – A three- to-five-minute wavering tone on sirens, or short blasts on horns or other devices, repeated as necessary. It means that an actual attack against this country has been detected and that protective action should be taken immediately. As a matter of national civil defense policy, the attack warning signal shall not be used for other purposes and have no other meanings.
11. Casualty – A person injured, and needing treatment, or killed because of man-made or natural disaster.
12. Civil Air Patrol (CAP) – An auxiliary of the U.S. Air Force, which has volunteered its services to conduct various emergency services missions. These missions mainly use light aircraft in search-and-rescue, civil defense, and disaster relief operations.
13. Civil defense (CD) – All those activities and measures designed or undertaken (1) to minimize the effects upon the civilian population caused or which would be caused by an attack upon the United States or by a natural disaster, (2) to deal with the immediate emergency conditions which would be created by any such attack or natural disaster, and (3) to effectuate emergency repairs to, or the emergency restoration of, vital utilities and facilities destroyed or damaged by any such attack or natural disaster.
14. Civil preparedness circular (CPC/CPGL) – A collection of documents prepared by FEMA as guidance for state and local management personnel. It describes the federal programs, recommends actions to be taken at the state and local levels, and serves as a major source of technical and administrative information.
15. Comprehensive emergency management – An integrated approach to the management of emergency programs and activities for all four phases of emergency management (mitigation, preparedness, response, and recovery), for all types of emergencies and disasters (natural, manmade, and attack) and for all levels of government (local, state, and federal) and the private sector.

16. Contamination, radiological – The deposit of radioactive material on the surfaces of structures, areas, objects, or personnel following a nuclear explosion or accidental release of radioactive material.
17. Continuity of government – All measures that may be taken to assure the continuity or essential functions of government in the event of a disaster.
18. Damage assessment – The appraisal or determination of the actual effects resulting from man-made or natural disasters.
19. Damage survey report (DSR) – A comprehensive engineering report prepared by a federal-state-local team that outlines the scope of work and estimated cost of repairs at each site of damage that has occurred as a result of disaster.
20. Decontamination, radiological (DCOM) – The reduction or removal of the health hazard resulting from contaminated materials. This may be accomplished by: (1) treating the surface to remove the contaminated agent, or reduce it to a safe level; (2) letting the radioactive material stand long enough for a reduction of the concentration of radiation through natural decay; (3) covering the substance with a sealing material; and (4) removing radioactive material and burying it, on land or at sea, or entombing it.
21. Disaster – An occurrence of a severity and magnitude that normally results in death, injuries and property damage and that cannot be managed through the routine procedures and resources of government. It usually develops suddenly and unexpectedly and requires immediate, coordinated, and effective response by multiple government and private sector organizations to meet human needs and speed recovery.

A disaster, as defined in the Disaster Relief Act of 1974, is any hurricane, tornado, storm flood, high water, wind-driven water, tidal wave, tsunami, earthquake, volcanic eruption, landslide, mud slide, snowstorm, drought, fire, explosion, or other catastrophe in any part of the United States that, in the determination of the President, causes damage of sufficient severity and magnitude to warrant major disaster assistance above and beyond emergency services by the federal government to supplement the efforts and available resources of states, local governments and private relief organizations in alleviating the damage, loss, hardship, or suffering caused by a disaster.
22. Division of Comprehensive Emergency Management (CEM) – the branch of state government in the Department of Public Safety responsible for the comprehensive emergency program for the state.
23. Electromagnetic pulse (EMP) – A plane-wave, line-of-sight, electromagnetic field produced by a nuclear detonation at altitudes greater than 30 km above the surface of the earth. The electric field strength may reach 50,000 volts/meter in the horizontal plane, and 20,000 volts/nanoseconds. About 99.9 percent of all the energy is concentrated below 100 MHz.
24. Emergency – A disaster occurrence or a situation that seriously threatens loss of life and damage to property. It usually develops suddenly and unexpectedly and demands immediate, coordinated, and effective response by government and private sector organizations to protect life and limit damage to property.

An emergency, as defined in the Disaster Relief Act of 1974, is any of the various types of catastrophes included in the definition of a major disaster that require federal emergency assistance to supplement state and local efforts to save lives and protect property, public health and safety, or to avert or lessen the threat of a disaster.
25. Emergency action steps – Those actions that facilitate the ability of government personnel to respond quickly and efficiently to emergencies.
26. Emergency action notification – Quick-response notification during the initial stages of crisis situations.
27. Emergency Broadcast System (EBS) – A national communication and warning system designed to broadcast emergency messages to the public via radio and television stations.
28. Emergency management – Organized analysis, planning, decision making, and assignment of available resources to mitigate, prepare for, respond to, and recover from the effects of all hazards.

29. Emergency Management Assistance (EMA) – A FEMA program of financial contributions to assist the states and their political subdivisions to develop a capability for emergency management by assisting them on a 50-50 funds-matching basis in meeting all necessary and essential administrative expenses for salary, wages, and personnel benefits on a full- or part-time basis. Included are the costs of travel, office utilities, insurance, and other expenses of a predominately administrative nature.
30. Emergency Operating Center (EOC) – A centralized location where direction and control information collection is evaluated and displayed, where coordination among response agencies takes place, and where resources are managed.
31. Emergency Operations Plan – A document that clearly and concisely describes a jurisdiction's emergency organization, its means of coordination with other jurisdictions, and its approach to protecting people and property from the effects of disasters caused by any of the hazards to which the community is particularly vulnerable. It assigns functional responsibilities to the elements of the emergency organization and details tasks to be carried out at times and places projected as accurately as permitted by the nature of each situation addressed.
32. Emergency Program Manager/Management Coordinator/Director – The individual responsible on a day-to-day basis for the jurisdiction's effort to develop a capability for coordinated response to and recovery from the effects of large-scale disasters. The Program Coordinator/Manager is the link at the state and local level to the country's nationwide director, control, and warning system.
33. Emergency public information – Information that is disseminated primarily, but not unconditionally, at the actual time of an emergency and, in addition to providing information as such, frequently directs actions, instructs, and transmits direct orders.
34. Emergency shelter – A form of mass or other shelter provided for the communal care of individuals or families made homeless by a major disaster or an emergency.
35. Evacuation – Organized, timed, and supervised dispersal of populations from dangerous and potentially dangerous areas.
36. Evacuation area – A total area encompassed by the reception area necessary to receive evacuees of a target or group of closely related targets.
37. Evacuees – All persons moved, or moving, from disaster areas to reception areas.
38. Executive Order – A rule of order having the force of law, issued by an executive authority of a government Executive Officer.
39. Exercise – A maneuver, or simulated national security, natural, or manmade disaster operation involving planning, preparation, and execution. It is carried out for the purpose of training and evaluation. It may be a combined, unified, joint, or single-service exercise, depending on participating organizations.
40. Fallout protection factor (FPF) – A numerical factor (ratio) of gamma radiation exposure at an unprotected location to exposure at a protected location. It is a calculated value suitable as an indicator of relative protection.
41. Fallout, radioactive – The process or phenomenon of the fallback to the earth's surface of particles contaminated with radioactive material from a cloud of this matter formed by a nuclear detonation. The term is applied in a collective sense to the contaminated particulate matter itself. The early (or local) fallout is defined, somewhat arbitrarily, as those particles that reach the earth within 24 hours after a nuclear explosion. The delayed (or worldwide) fallout consists of the smaller particles that ascend into the upper troposphere and into the stratosphere and are carried by winds to all parts of the earth. The delayed fallout is brought to earth mainly by rain and snow, over extended periods ranging from months to years.
42. Fallout shelter – A specially built structure for protecting people, records, or equipment from the effects of a nuclear detonation.

43. Fallout shelter criteria – A protection factor (PF) of 40 or greater, a minimum of 10 square feet of shelter floor space, 65 cubic feet of space per person, and at least 3 cubic feet of fresh air per minute per person capacity is based on minimum space requirements. In unventilated underground space, 500 cubic feet of space per person is required. To qualify for inclusion in the national inventory, a facility must afford protection for at least 10 persons in a shelter area.
44. Fallout warning – A warning of radiation hazards resulting from nuclear attack.
45. Federal Coordinating Officer (FCO) – A federal official appointed as such by the President for each major disaster. He is responsible for making an initial appraisal of the types of assistance most urgently needed and for rendering federal disaster assistance as expeditiously as possible. This is done by bringing together all federal agencies having assigned disaster assistance programs and responsibilities and coordinating their activities, establishing a field office at the disaster scene with the required representation by federal agency personnel, and taking any other appropriate action in cooperation with the State Coordinating Office in the fulfillment of his responsibilities.
46. Federal Emergency Management Agency (FEMA) – The federal agency responsible for the federal government's portion of the comprehensive emergency management program. It consists of a national office in Washington, D.C., and ten regional offices. The regional office for Utah (Region VIII) is located in Denver, Colorado. FEMA provides technical advice, funding and program management for state and local emergency management agencies.
47. Financial assistance – Any form of loan, grant, guaranty, insurance, payment, rebate, subsidy, disaster assistance loan or grant, or any other form of direct or indirect federal assistance, other than general or special revenue-sharing or formula grants made to states.
48. Flood/flooding – A general and temporary condition of partial or complete inundation of normally dry land areas from the overflow of inland and/or tidal water, an/or unusual and rapid accumulation of runoff from any source.
49. Floodplain – A plain along a river or coastal area, formed from soil deposited from floods. Also, the lowland and relatively flat areas adjoining inland and coastal waters including, at a minimum, that area subject to a one percent or greater chance of flooding in any given year. Any land area susceptible to being inundated by water from any source.
50. Function – A possible component or area of activity in emergency operations (e.g., firefighting, emergency public information, and evacuation). It may combine several, or many, specific tasks or activities.
51. Governor's authorized representative(s) – The person(s) named by the governor in the FEMA-State Assistance Agreement to execute on behalf of the state all necessary documents for disaster assistance and to evaluate and transmit local government, eligible private nonprofit facility, and state requests for assistance to the FEMA Regional Director following a major disaster or emergency declaration.
52. Ground zero – The point on the surface of land or water vertically below or above the center of a burst of a nuclear weapon.
53. Hazard – A dangerous event or circumstance that may not lead to an emergency or disaster.
54. Hazard mitigation – An action taken, beyond the usual objectives of emergency management, that will reduce suffering and dollar damage expected to be caused by a potential hazard.
55. Hazardous materials (HAZMAT) – Any element, compound, or combination thereof, that is flammable, corrosive, detonable, toxic, radioactive, an oxidizer, an etiologic agent or highly reactive, and because of handling, storing, processing, packaging, or transporting may have detrimental effects upon operating and emergency personnel, the public, equipment, and/or the environment.
56. Host – A county that has been chosen as a "host" for the evacuated populations of risk counties.
57. Incident Command System (ICS) – The combination of facilities, equipment, personnel, procedures, and communications operating within a common organizational structure with responsibility for management of assigned resources to effectively accomplish stated objectives at the scene of an incident.

58. Individual assistance – Assistance provided to individual disaster victims according to the needs of the individual and families. Individual assistance includes emergency actions such as search-and-rescue medical care, operation of emergency shelters, and feeding. In addition, it includes relief and rehabilitation actions, such as temporary housing, disaster loans, federal income tax assistance in claiming casualty losses, legal services, consumer aid, disaster unemployment benefits, crisis counseling, and individual and family grants.
59. Initial alert – Intermediate Civil Readiness Level. At this level, national offices will begin continuous manning at emergency operating centers and regions will begin communications watch.
60. Joint damage assessment – Conducting a damage assessment by a team of federal and state or local inspectors and/or engineers viewing the impact simultaneously and each writing his/her own separate report.
61. Joint information center (JIC) – A centralized facility to coordinate briefings to the news media by representatives of key response organizations in a disaster or emergency.
62. Local Coordinating Officer – The person designated by the local elected officials to serve as on-scene representative for the local government and to work in concert with the State Coordinating Officer in administering state assistance to disaster victims.
63. Local warning point – A facility in a city, town, or community that receives warnings over the National Attack Warning and Alert System (NAWAS) and activates the public warning system in its area of responsibility.
64. Major damage – A structure that has received substantial damage but is technically and economically feasible to repair.
65. Major disaster – Any hurricane, tornado, storm, flood, high water, wind-driven water, tidal wave, tsunami, earthquake, volcanic eruption, landslide, mud slide, snowstorm, drought, fire, explosion, or other catastrophe in any part of the United States or its territories that, in the determination of the President, causes damage of sufficient severity and magnitude to warrant major disaster assistance under Public Law 93-188, and above and beyond emergency services by the federal government, to supplement the efforts and available resources of states, local governments and disaster relief organizations in alleviating the damage, loss, hardship, or suffering caused thereby.
66. Mitigation – See “hazard mitigation.”
67. National Attack Warning and Alert System (NAWAS) – A landline (hardwire) network for transmitting and receiving emergency information to federal, state, and local agencies that have NAWAS drops (phone). It was designed specifically for warning in the event of national emergency; now it is used for transmitting and receiving other emergency information such as severe weather.
68. National Facility Survey (NFS) – Program data used by population protection planners to identify possible fallout shelters and determine spaces available for fallout protection for citizens and relocates the population in the event of nuclear attack.
69. One hundred-year flood – The flooding condition that has a one percent chance of occurring each year. The 100-year flood level is used as the base planning factor for floodplain management in the National Flood Insurance Program.
70. Population protection planning (PPP) – State and local government plans, systems, and functional capabilities required to improve the survivability of the population from the effects of natural disasters and man-made technological hazards, including national security threats.
71. Pre-delegation of emergency authorities – The process established to allow specific emergency-related legal authorities to be exercised by the elected or appointed leadership or their designated successors.
72. Preparedness – Those activities, programs, and systems that exist prior to an emergency that are used to support and enhance response to an emergency or disaster.

73. Public information officer (PIO) – The individual responsible for coordinating the release of information regarding an emergency or disaster to the public and news media, and establishing a joint information center (JIC), if necessary.
74. Public assistance – That part of the emergency or major disaster relief program in which the federal government supplements the efforts and available resources of the state and local governments to restore certain public facilities or services. Public assistance includes emergency assistance, debris removal, community disaster loans, and the permanent repair, restoration, or replacement of public and designated private nonprofit facilities damaged or destroyed by a major disaster.
75. Rad – A measuring unit of radiation. It is the amount of absorbed dose equivalent to 100 ergs/gm of tissue.
76. Radiological defense (RADEF) – The organized effort, through warning, detection, and preventative and remedial measures, to minimize the effect of nuclear radiation on people and resources.
77. Radiological Emergency Preparedness (REP) – A program to provide protection for the public from effects of a radiation release from a commercial nuclear power plant and other peacetime-related incidents.
78. Radiological officer (RDO) – A person responsible for establishing and administering a RADEF system at the state and local levels.
79. Radiological Protection Program (RPP) – A program of planning and organization designed to mitigate radiation exposure of the public, and provide emergency warning of any type of radiological emergency, including nuclear attack. It encompasses the RADEF Program.
80. Radiological survey – The directed effort to determine the distribution and dose rates of radiation in the area.
81. Recovery – Those long-term activities and programs, beyond the initial crisis period of an emergency or disaster, designed to return all systems to normal status or to reconstitute these systems to a new state that is less vulnerable.
82. Resource inventory – An analysis of the resources a community can call upon in the event of an emergency.
83. Response – Activities designed to provide emergency assistance to victims of the event and reduce the likelihood of secondary damage. The local fire department, law enforcement department, rescue squad, public works personnel, emergency medical services, and other emergency support services are primary responders.
84. Shelter manager – A person trained in management skills in order to effectively manage a shelter during emergency and disaster situations.
85. Standard System Officer (SSO) – A person on the local level who establishes and maintains a shelter system and provides training to shelter managers.
86. Standard operating procedures – A set of instructions having the force of a directive, covering those features of operations that lend themselves to a definite or standardized procedure without loss of effectiveness. Generally, a checklist or set of instructions on things to be done under specific conditions. Any information needed to accomplish a task (e.g., personnel rosters and resource inventories that are attached or cited in a readily available reference).
87. State Coordinating Officer – The person designated by the governor to serve as on-scene representative for the Division of Comprehensive Emergency Management (CEM) and to work in concert with the federal Coordinating Officer in administering state and federal assistance to disaster victims.
88. State Emergency Operations Plan (EOP) – The state-level plan for actions to be taken by government and citizens when disaster threatens or strikes. It consists of assignments of responsibilities to state agencies, coordinating instructions, staffing, essential facilities, and general operations common to all major emergencies.
89. Succession – The process that establishes a list of the order or line of those entitled to succeed one another under emergency conditions.

90. Training and education – The program of FEMA designed to assist state and local governments in training and education of emergency preparedness officials by means of a cooperative agreement.
91. Volunteer – A person who, of his/her own free will, assumes responsibility for the performance of a task in the program for which he/she receives no salary.

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